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ABSTRACT

This booklet contains abstracts describing successful educational programs initiated and implemented by school systems. Each abstract follows a similar format offering concise information, a description of the project, the target audience, financial requirements, materials used, services available, an evaluation of the program, and the name and address of the person to contact for further information. (JD)

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To Jim
from the [illegible]

Focus On Educational Success

ED157882

ABSTRACTS OF EXEMPLARY PROGRAMS

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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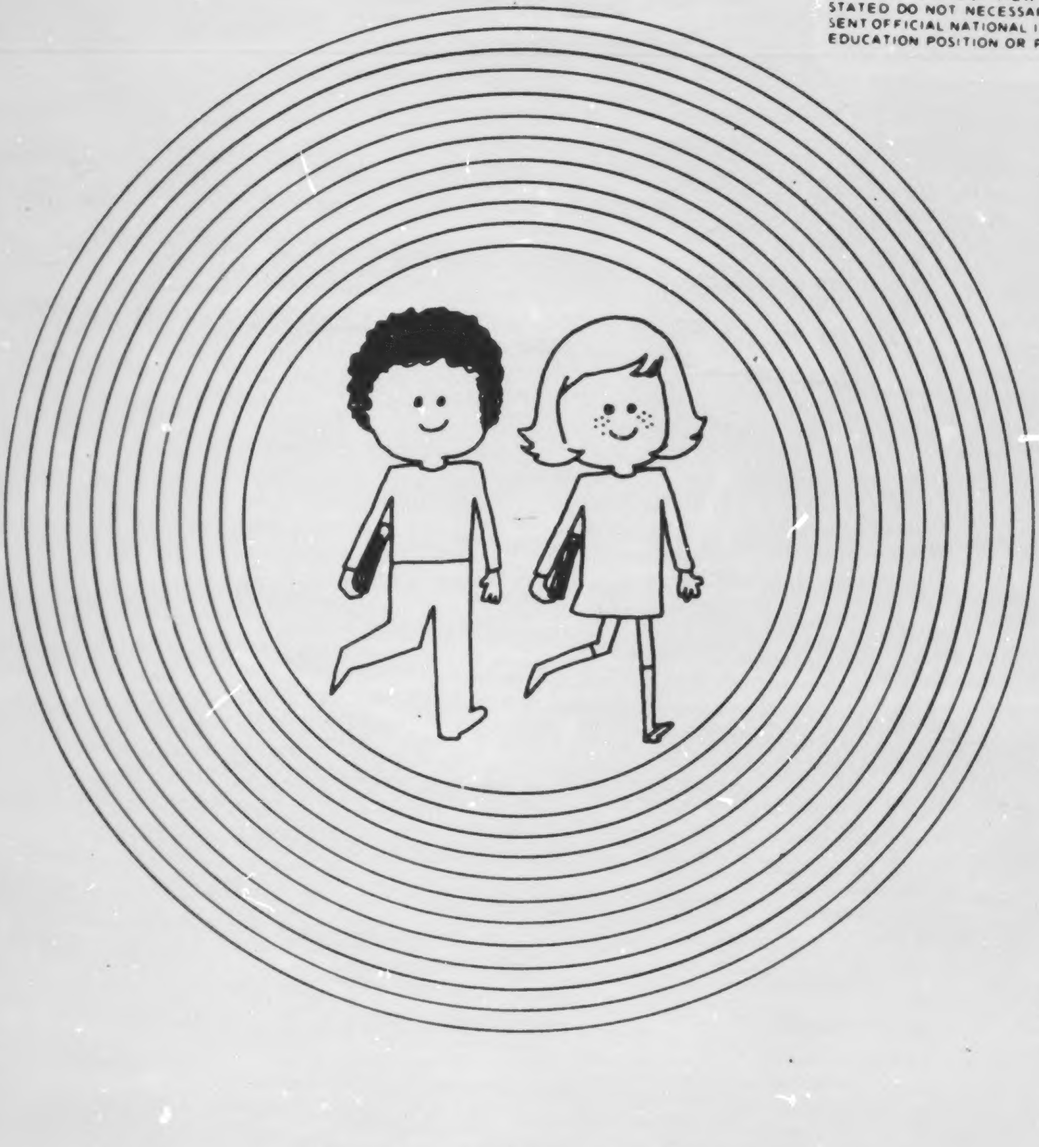

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Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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CREDITS:

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PROJECT: Vocational Reading Power Project.

.description

The goals of the Vocational Reading Power Project are to (1) minimize or eliminate the communication-learning gap arising from differences in student reading abilities and text-reading demands in vocational education; (2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and (3) augment cognitive learning in vocational education. The project has attempted to reach these goals through development of teacher training materials and vocational student reading support materials, plus extensive work with personnel representing various commercial publishing firms. In addition, the project has worked with pre-service training institutions in an effort to incorporate our teacher training materials at that level.

The project has developed 27 auto-instructional modules on teaching Reading in Content Areas (RCA's). These modules were developed for teacher training either on an auto-instructional basis or in a workshop/seminar mode. Thirty-two Occupationally Specific Key Word Glossaries representing 32 occupational areas have been developed for student reading support.

.materials used

Adopting districts will receive: Teacher Training: (1) 27 modules on Teaching Reading in Content Areas; (2) Informal Classroom Reading Inventories; (3) Readability Analysis; (4) Vocabulary/Language Development. Student Materials: Occupationally Specific Key Word Glossaries for 32 different occupational areas.

.services available

Adopter staff or adopter site trainers will be trained by members of D/D staff for a period of 2 to 3 days at adopter site. Additional time may be needed for follow-up or technical assistance depending on needs of adopting district.

Demonstrations/visitations may be arranged by contacting D/D project in advance (minimum of 2 weeks).

.descriptors

reading, vocational education teacher training, industrial arts, alternative education, planning

.target audience

Any vocational secondary and post-secondary training program. The Reading in Content Area Modules (RCA's) may be used in general secondary staff development programs.

.financial requirement

Exclusive of training costs, per-pupil start-up costs are $15.00 and up, depending on extent of involvement and number of components and materials adopted.

.program evaluation

Evaluation data indicate general reading growth, as well as growth in knowledge of occupationally specific language. Growth is demonstrated on teacher attitudes and knowledge of text utilization and reading-related activities. Tests: Gates-MacGinitie Survey F, Occupationally Specific Vocabulary Indices, RCA modules' pre-post teacher training tests.

.contact

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This project was originally developed by the Oakland Schools, 2100 Pontiac Lake Road, Pontiac, Michigan, 48054.

PREFACE

Educators and community people have shown concern about improving the quality of education in our nation's schools. The projects described in this booklet address that concern; moreover, nearly all of them were developed and are operated by local school people.

In view of demonstrated effectiveness in meeting local school program needs, these projects were submitted for quality assurance to the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education, and Welfare. All the projects cited have undergone close scrutiny by the Panel and have been approved for national dissemination.

The various programs presented here offer educators an array of ideas and some potential solutions to meet the needs and interests of communities far from the original project sites. What works elsewhere can often provide possible answers to challenges that previously may have seemed unique.

Each description follows a similar format offering concise information. This publication is both a source of ideas and a review of successful programs. With this in mind, the Wisconsin Department of Public Instruction encourages the adoption or adaptation of effective and validated educational programs.

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Bulletin No. 9111

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ALTERNATIVE SCHOOLS

PROJECT: ALTERNATE LEARNING PROJECT (ALP)

• description

ALP is a community-based experimental high school that combines a strong basic skills program with site placement activities and continuous counseling. The students' only common denominator is dissatisfaction with traditional schooling. The program operates with 125 students and eight full-time staff. The school's goals are (1) parent and community participation in policy making, (2) increased student choice among curricular offerings, and (3) increased student responsibility and accountability. Basic academic skills are stressed. There are some 80 classes and tutorials held at the school and 50 site placements in organizations around the city. All full-time ALP staff act as counselors as well as teachers.

Program presents a wide range of teaching and learning styles and features small-group and individualized instruction. Students select their own programs and work on projects in the city.

Adoption/Training: ALP seeks school administrators, parents, and teachers who recognize that "traditional" schools may not be right for all students and that alternatives are needed. Full administrative support for the program is integral to its success. Teachers, students, and parents should be voluntary participants. The program relies heavily on part-time specialists from the community, college student interns, and parent/community volunteers. A separate facility for the program is advisable.

Attendance at a presentation about the school or a visit to the ALP site is essential to understanding the program. Training may run from several days to two weeks, depending on the degree to which the program is implemented. Training is adapted to fit the needs of adopting site, and usually occurs at that site.

• materials used

There are no specific materials. Teachers generally put together their own curriculum. However, reading lists and curriculum suggestions are available upon request, as well as copies of competency tests and forms for evaluation, extended field trips, etc.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Alternative Education
Basic Skills
Community Involvement
Intensive Counseling

• target audience

Students of all abilities grades 9-12. Also possible at middle school and adult levels. Can be either complete program or adapted to supplement an ongoing program.

• financial requirement

ALP's per pupil cost is slightly below the city average for the secondary level. Exclusive of training and perhaps rent for a separate facility, it is possible to adopt the program with no additional cost to the LEA.

• program evaluation

External evaluations of ALP showed that the project has greatly reduced absenteeism and dropout rates. Sixty-five percent of ALP students have gone on to four-year colleges. Many of these students normally would not have pursued further education. Other measures showed improved attitudes toward self and schooling.

• contact

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USOE JDRP Approval: 6/6/74
JDRP Number: 74-86

PROJECT: DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

• description

The overall goal of Project DEEP is to develop an instructional process, appropriate to academic high school classrooms, that would aid the instructor in creating a positive learning environment for every learner while simultaneously decreasing learner hostility to educational institutions.

The first step is to train a cadre of teachers of academic subjects willing to teach one to three DEEP classes along with their regular classes. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure.

Students and teachers negotiate goals, objectives, and evaluations of learning performances. The work is done on an individual and small-group basis. The project provides management charts and materials along with evaluation procedures. The teacher is trained as a learning facilitator, and the conflict management process is based on human relations and peer group interaction of both teachers and students. Emphasis is on the academic classroom as a nonthreatening learning laboratory with a collaborative, participatory management system.

• materials used

A variety of role playing and stimulation activities are used that employ a great many reading resources such as paperbacks, magazines, etc. Additionally, movies, audiovisual equipment, and art supplies are important to the program.

• services available

Awareness materials are available; visitors are welcome by appointment (after October 1); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (depending on situation, expenses are absorbed or must be partially subsidized).

• descriptors

Secondary Subject Matter
Media Use by Students
School Within School
Teacher Training - Personalized Learning

• target audience

High school and junior high school students enrolled in regular academic subjects who are bored, underachieving, alienated, or truants who are on the verge of dropping out or being asked to leave school.

• financial requirement

Financial costs were determined using blocks of 150 students as a unit. To initiate a DEEP class with all equipment and materials, costs $30 per student. Thereafter, maintenance, upkeep, and materials require $15 per year. Depending on the nature of the district and inservice procedures, the cost of the teacher training is $900 per 25 teachers.

• program evaluation

DEEP students had a significant decrease in absenteeism (30%) over students not enrolled. The dropout rate significantly decreased compared to non-DEEP classes; 8% of those enrolled in DEEP classes dropped out; 12% of students not enrolled in DEEP classes dropped out; 98% of those students completing DEEP classes continued on to graduation; 85% of those students enrolled in DEEP classes completed at least six academically sound projects in each DEEP class enrolled.

• contact

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USOE JDRP Approval: 6/23/76
JDRP Number: 76-82

PROJECT: EDUCATIONAL SERVICES FOR SCHOOLAGE PARENTS

• description

This special education program is housed in a relocatable building which is part of the New Brunswick Public School System. It was developed to provide educational, nutritional, social, and health services to expectant schoolage mothers.

• materials used

The project uses a variety of readily available curriculum materials and locally developed information and record-keeping forms. Procedures for implementing the program are described in detail in a "how to do it" resource manual designed for use by potential adopters and available upon request.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Academic Program
Family Life Education
Maternal & Child Health Instruction
Counseling

• target audience

Expectant female students, primarily in grades 9, 10 and 11, ranging in age from 11-19.

• financial requirement

There are no financial requirements; this program is open to any expectant schoolage mother.

• program evaluation

The project was validated in 1973 by standards and guidelines of the United States Office of Education as innovative, successful, cost-effective, and exportable. As a result, the New Jersey ESEA, Title III, program is funding the project as a demonstration site to offer dissemination services to educators throughout the United States.

• contact

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USOE JDRP Approval: 5/14-15/74
JDRP Number: 74-56

PROJECT: FAR WEST LABORATORY (FWL) EXPERIENCE-BASED CAREER EDUCATION (EBCE)

• description

The FWL model of EBCE is an alternative program of comprehensive secondary education that uses the entire community as a school. Learning is accomplished through individualized projects which blend growth in academic subjects, career awareness, and basic and social skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend most of their time in the community, working with volunteer resource persons. The program attempts to provide knowledge and skills to students by focusing on direct experience in a wide variety of social and economic settings. Students apply "classroom" theory to solve practical problems while learning firsthand about careers at the same time. FWL-EBCE is staffed from presently employed LEA staffs (one learning coordinator per 25-30 students; one skills specialist per 200-250 students; and one resource analyst per 200-250 students). The FWL-EBCE model was developed in a mixed ethnic urban community, and was housed in a downtown office building. It is also feasible in small and suburban communities, or in a wing of an existing, centrally located, high school facility.

(One of four EBCE model programs that received JDRP approval simultaneously.)

• materials used

Adopters will need a set of program handbooks, materials, and procedural aids to orient them to EBCE, its goals, and underlying assumptions; explain how to recruit and develop resource sites; recruit and orient students; assess student needs; plan, carry out, monitor, and evaluate learning programs; use or develop new project planning packages. The set includes five packages developed by FWL.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (situation determines how costs will be covered).

• descriptors

Experience-based
Community Involvement
Decision-Making
Values Clarification

• target audience

EBCE is designed as an alternative for high school students, regardless of academic backgrounds or future plans, who are willing to profit from the EBCE style of individualized, experience-based learning.

• financial requirement

If the enrollment is at least 200, the FWL-EBCE model can be operated at a per-student cost equivalent to the average cost in a comprehensive high school. Onsite staff training and necessary copies of program documents are available from FWL (average cost to LEA $8000 - $15,000) for technical assistance in start-up, operations, and limited evaluation.

• program evaluation

FWL-EBCE has been rigorously evaluated by internal staff and review teams from NIE and ETS. The program has demonstrated effectiveness in promoting student growth in basic skills, career awareness, interpersonal skills, enhancing motivation to learn, mobilizing community support, and preparing graduates to enter college, seek employment, or further training. The program documents include an Evaluation Handbook.

• contact

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USOE JDRP Approval: 5/6/75
JDRP Number: 75-22

PROJECT: FOCUS

description

The overall goal of Project Focus is to decrease the incidence of alienation among students, faculty, and the community at large. Focus provides an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, lack of confidence, and low self-esteem. Many of these students also have reading problems and function in school well below their capacity socially and/or academically.

Students are screened for admission but enroll voluntarily. Once enrolled, they are required to be in the program for at least three hours a day, part of which is a family course using group counseling techniques. Focus also offers modified versions of required high school courses (social studies, English, math) as well as work experience. Biology, art, and physical education are taken in the regular school.

A combination of various teaching strategies and styles is used including both group and individualized instruction. Focus students are involved in the development and evaluation of course materials.

Staffing: Implementation may be done without special staff. After training, regular classroom teachers who have shown interest in working with disaffected students can successfully implement the program.

Facilities/Installation: Facilities and space found in any typical secondary school will be adequate. Ideally the project would be allotted a cluster of classrooms with nearby office space. Overall enrollment should be limited to 75 to 100 students; the group process is best conducted with groups of 10 to 12 students.

Training: Adopter staff training is considered necessary both prior to and during implementation. Training is designed to meet each adopting district's needs. This training can be done through a workshop at adopter site. Technical assistance can be provided at adopter site following implementation of model.

materials used

Regular materials have been modified to meet the needs of these students. Growth and awareness materials, vocational and career education materials are used. The process can be adopted/adapted without purchasing any materials. Adopter school staff receives teacher manual.

services available

Awareness materials are available; visitors may be welcome; no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

descriptors

Alternative Education
Affective Education/Personal Development
Group Counseling
Dropout Prevention

target audience

Disaffected secondary students, all ability levels.

financial requirement

Cost will differ with individual organization of area, and availability of special reimbursements in that area. Teacher release time for training.

program evaluation

Evaluation data show that participation in Project Focus has significantly increased students' academic achievement, and improved self-concept and attitude toward school. A significant decrease is shown in discipline referrals, school suspensions, court referrals, and absenteeism.

contact

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Focus Dissemination Project
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USOE JDRP Approval: 5/29/74
JDRP Number: 74-74

PROJECT: INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

• description

Curriculum: IPLE has designed a year-long social studies program to provide high school students with practical experiences and understanding in the political and governmental process. This curriculum "to turn students on to active citizenship" encompasses three units: voter education; the decision-making process in state, county and local government; and individual rights. While there is a logical sequence from one unit to another, all units are independent of each other and can be offered as mini-courses.

Instruction: The program stresses a two-fold approach: (1) the acquistion of knowledge, both information and skills; and (2) participation of students, first in classroom and school activities by role-playing simulation games, and then in the actual community, usually in local and state agencies. Field study and internships are vital aspects of the program. No specific instructional approach is required; however, an inquiry-oriented approach along with peer teaching is recommended.

Staffing: After training, regular social studies teachers can teach the IPLE curriculum. It requires a teacher who is willing to work closely with political, governmental, legal, and community leaders and has the time to devote his/her energies to working with young people beyond the classroom period. Some knowledge of politics and government is beneficial, but not essential.

Facilities/Installation: No special facilities are necessary.

Training: Attendance at a five-day workshop for a teacher is necessary and participation by a student is recommended. Contact project for information.

Adoption Requirements: A district agrees: (1) to have at least one teacher participate in training workshop; (2) to purchase IPLE curriculum materials at cost; (3) to bear travel and per diem expenses for IPLE personnel conducting follow-up consultations.

• materials used

Materials provided at cost by the program include: teacher manuals for three units of study, student leader booklets, simulations, and filmstrips.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paide).

• descriptors

Social Studies
Voter/Citizenship Education
Community Involvement
Law-focused Education

• target audience

Students of all abilities, grades 9-12. Some materials adaptable to junior high.

• financial requirement

Complete set of materials available at $35.90. Supplementary materials available at cost.

• program evaluation

Comparison made between experimental and control students throughout the state of New Jersey on the Test of Political Knowledge and Inclination to Participate indicated that IPLE effectively increased students' inclination to participate as well as their knowledge.

• contact

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USOE JDRP Approval: 9/18/74
JDRP Number: 74-92

PROJECT: SENIOR ELECTIVE PROGRAM

• description

The Senior Elective Program was designed by students and faculty during the summer of 1971. Initiated to update curriculum to complement an open-space building exclusively for seniors, it included revamping the school calendar from four to five marking periods (called facets), each to conclude with a vacation period. Students are encouraged to telescope their traditional academic courses into the first three years of high school, thus leaving the senior year for 80 mini-elective courses developed for the program. Each senior is required to complete an independent study project, or a community involvement activity, or participate in a work experience activity. All seniors are randomly assigned to small discussion groups (or precepts) led by faculty members who provide support for the program and help students adjust. All seniors are allowed open-campus privilege.

No one teaching approach is required. However, teachers are encouraged to develop a series of methods conducive to teaching in open-space areas. Careful guidance is needed to make certain that students who plan to continue their education earn enough college entrance units during their four years of high school.

• materials used

Adopting schools will be given permission to use any or all of the mini-courses developed for the program. A compendium of these mini-courses is available at cost. A filmstrip presentation may be purchased outlining development, implementation, and evaluation of program. Full courses of study in social studies, industrial arts, and business are available.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences only during specified times in November, February, and April (expenses must be paid).

• descriptors

Alternative 12th grade
Independent Study
Minicourses
Open Campus & Open Spaces

• target audience

Students, grade 12. (Some phases of the program may be adopted to students in other secondary grades.)

• financial requirement

Replication costs will vary with staff and curriculum requirements of potential adopters. Provisions must be made for cooperative planning among students and staff. To some extent these costs could be a reallocation of current expenditures.

• program evaluation

The program was evaluated by a series of tests that measured each objective. These included the Watson-Glaser Test of Critical Thinking, STEP in social studies, and several designed to measure students' feelings about self, school, and community. Results were compared with schools with traditional curricula. (Project validated in 1974.)

• contact

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USOE JDRP Approval: 9/18/74
JDRP Number: 74-91

PROJECT: ST. PAUL OPEN SCHOOL

• description

Students and their parents select the Open School as one of the educational alternatives in St. Paul, Minnesota. Five basic elements distinguish the Open School. These are:

Advisor-Advisee System: Students select their own advisors, who have 3-23 advisees. Conferences before school begins among students, parents, and advisors establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee meetings and quarterly with parents.

Use of Volunteers: Parents, senior citizens, college students, and other community members are brought into the building. Volunteers are carefully screened, trained, and followed as they work with students.

Shared Decision-making: Parents, senior citizens, staff, and community members help make decisions in a number of areas, including budget, curriculum, hiring, and evaluation of students.

Use of World Beyond Building: Our building is viewed only as a headquarters. In addition to hundreds of local field trips, students have opportunities to work as interns or apprentices in local businesses. Students also take cross-country trips as part of studies to such places as Gettysburg, Wounded Knee, Puebla Mexico, and Winnepeg, Canada.

Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competencies replace credits for graduation requirements.

Districts may adapt any of the above elements but must meet criteria which include: (1) high level district commitment to the program as an alternative; (2) voluntary participation of all teachers, administrators, students, and parents; (3) equal opportunity participation (not limited to achievement level, behavior pattern, sex, race, or economic group); (4) opportunity for parents, students, and staff to help make decisions regarding policy; and (5) curriculum reflecting a variety of opinions regarding such matters as political and economic systems, and sex roles.

• materials used

No particular set of materials must be used, though all materials should meet above-mentioned criteria (variety of viewpoints, etc.).

Open School has produced a variety of materials that are available at a nominal cost, including volunteer manuals, staff manuals, internal and external evaluations, descriptive slide tape presentations, and a color film.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Alternative Education
Parent & Community Involvement
Cross-age Grouping
Competency-based Graduation Requirements

• target audience

Students of all abilities; grades K-12.

• financial requirement

St. Paul Open School operates on average St. Paul, Minnesota per pupil expenditures. Exclusive of training, no additional funds are required (training costs cover either Open School staff traveling to local district or local district staff traveling to St. Paul).

Adaption may be a school within a school, single classroom or entire school.

• program evaluation

St. Paul Open School is accredited by North Central Association. Extensive standardized testing showed Open School students performed as well as or better than peers in St. Paul. Extensive use of questionnaires to parents, students, and graduates showed strong preference for Open School; 800-1000 students on waiting list to attend.

External and internal evaluations of program are available upon request.

• contact

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St. Paul Open School
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USOE JDRP Approval: 6/6/74
JDRP Number: 74-85

PROJECT: URBAN ARTS PROGRAM

• description

The Urban Arts Program establishes a daily working relationship between schools, community artists, and arts organizations. It is a response to two basic education needs: better use of the arts in education and better use of community cultural resources. Working artists supplement regular school instruction; the learning environment shifts to galleries, museums, practice rooms, and concert halls - places where the arts are created, housed, and performed. Instruction focuses on process, giving all students an opportunity to experiment with the arts as they develop their own esthetic judgments. Urban Arts in Minneapolis implements this program through five strategies: daily workshops, in-school projects, events and exhibitions, affiliate projects, and summer programs.

Understanding of process is acquired by experiment, training, and practice through an instructional manner that is direct, immediate, and personal.

Adoption requires three two-day training workshops for school people, artists, and arts organization staff. Urban Arts can transmit features of program to no more than six adopter sites in one year.

For successful implementation there should be a project administrator and a secretary. Liasion teachers work for Urban Arts part of their teaching day, or spend a year out of the classroom helping to coordinate the program. Local artists serve as teachers. Teachers with special talents often work as artists for the program. Existing arts facilities in the community - museums, galleries, workshops, concert halls, theatres, studios, etc., are heavily used.

Urban Arts has planned three workshops to implement adoption: two held at adoption site and one in Minneapolis. Adopting sites should plan to send a project administrator and representatives from the teaching staff and from the arts community to each workshop.

• materials used

Urban Arts in Minneapolis can serve as a model and provide astracts of workshops as well as copies of contracts and evaluation reports. Generally, however, the type of program established depends upon arts facilities and artists available in the adopter community. For sale: Bibliography of Evaluations of Arts Programs in Education. For rent: 16 mm film "Urban Arts" and slide-tape presentation.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Humanities
Events & Exhibitions
Daily Workshops
Summer Programs

• target audience

Daily art workshops are offered at junior and senior high level. All grades paritcipate in events and exhibitions, in-school programs, and affiliate projects. Affiliate projects include teacher workshops.

• financial requirement

Initial implementation depends entirely on plans and resources of school and community. Project administrator and secretary needed. Ongoing maintenance, annually: $136,000.00. Per pupil cost was reduced from $127.50 to $5.70. Per pupil cost computed at maintenance level for 25,000 students is $5.44 annually. Funds should come from three sources: schools, community, and arts organizations.

• program evaluation

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. Fifty randomly selected students kept daily journals which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc.

• contact

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USOE JDRP Approval: 5/7/75
JDPR Number: 75-27

BILINGUAL/MIGRANT EDUCATION

PROJECT: ALICE INDEPENDENT SCHOOL DISTRICT CONFLUENCE OF CULTURES FOR AN AFFLUENT TOMORROW

• description

The Alice Bilingual project attacks the problem of deficiency in English performance for the Spanish-speaking child. The goal of the project is successful achievement by the student of educational goals using two languages, developing proficiency in both, but acknowledging English as the first language. The curriculum structure consists of performance objectives (for math, reading, and language arts), evaluation tests, and mastery charts of the objectives kept for each child. No single approach is used; individualized instruction is stressed. Teachers enroll voluntarily and receive training through Texas Education Agency Institutes.

(A Project Information Package is now being developed on this project.)

• materials used

State-adopted materials are used for grades K-2; grades 3-6 use materials chosen by the program.

• services available

No awareness materials are available; visitors are welcome (Wednesday); no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

A Continuation Report
Bilingual/Bicultural
  Education
Staff Development

• target audience

K-7; heterogeneous group. Both Spanish and English are taught in math, language arts, and reading.

• financial requirement

Using only Title VII funds (based on $220,000 per 1003 pupils), cost is $219 per pupil. The starting per pupil cost in 1970-71 (based on $80,000 per 240 pupils) was $333 per pupil.

• program evaluation

Program evaluation is carried out according to a timeline evaluation design that incorporates all testing, mastery of objectives, and any type of evaluation done throughout year. Evaluation has taken place over a five-year period, and statistics show steady growth by pupils.

• contact

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USOE JDRP Approval: 6/24/75
JDRP Number: 75-55

PROJECT: APRENDEMOS EN DOS IDIOMAS: Title VII Bilingual Program

• description

This bilingual-bicultural program involves the use of bilingual teachers at kindergarten and grades 1-2. Classrooms are visited weekly by bilingual instructional consultants with classroom experience. Bilingual diagnostic teachers are utilized at the Title VII campuses to assist the classroom teachers with the instructional component of the program. English reading readiness and aural-oral skills are introduced as soon as a child demonstrates minimal aural comprehension of English. English reading communication skills are then emphasized for the duration of the program. Intensive preservice training for all project staff is reinforced by an individualized classroom staff development program throughout the school year. Parent commitment is promoted through the direct involvement of parents in many classroom activities. Participation in the program is voluntary.

(A Project Information Package is now being developed on this project.)

• materials used

Mi Ambiente Y Yo - Kindergarten Aural-Oral Activities Guide, Spanish Edition - 1973-74.

My World And I - Kindergarten Aural-Oral Activities Guide, English Edition - 1973-74.

Spanish reading handbook levels 1-5 - preprimer to 2.1.

Spanish reading handbook levels 6-7 - 2.2-3.1.

Spanish social studies handbook levels I-III - grades 1-3.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Bilingual/Bicultural Program

• target audience

Pupils, grades K-2, of Mexican-American descent.

• financial requirement

1976-77: $147,000 for 20 classes and approximately 600 students.

• program evaluation

Pre- and posttest basis in English and Spanish.

• contact

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Aprendemos En Dos Idiomas
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USOE JDRP Approval: 6/27/75
JDRP Number: 75-56

PROJECT: BILINGUAL RESEARCH IN AMERICAN AND VALLEY EDUCATION (BRAVE)

• description

This program was in operation during the 1970-75 school years funded through Title VII ESEA. Located on the Canadian border, the area is strongly influenced by both French and English languages. Bilingual influence is demonstrated by 70-75% of the students upon entrance into school. Generally the students' French and/or English are not adequately developed so that instructional activities focus on them. The program in French consists of music, math, social studies, art, and French language. The key objectives were identified by teachers, Title VII staff, and administrators. The program in French is 30-45 minutes daily at all levels. Program in English occupies the rest of the day in math, music, art, health, language arts, and social studies. The program functions within the regular school curriculum; local teachers and administrators implement the bilingual program so that minimal interference occurs in individual school philosophies, educational philosophies, and classroom management procedures. The program in dissemination is an exemplary approach to bilingual education recommended by the American Institutes for Research.

(A Project Information Package is now being developed on this project.)

• materials used

Materials in French were project-developed for grades K-6 and 9. Project-developed materials for grades 7 and 10 will be ready during the school year. In English: cross-language art programs, Jacaranda language arts program, CPS (Continuous Progress in Spelling), Addison-Wesley and IPI (Individualized Progress Instruction) for math. Multimedia materials supplement both programs and are extensively used.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Bilingual Education
Staff Development
Evaluation Data Collection

• target audience

Grades K-6; 7; 9-10.

• financial requirement

First-year bilingual education per pupil costs were $375 (over and above regular per pupil costs). In school year 1973-74, per pupil costs were $228. Eight hundred and eighty-seven students have been enrolled.

• program evaluation

Longitudinal test data show that students enrolled in the program have achieved in English, reading, and math at grade level or above students in the area not enrolled in the bilingual classes. Grades K-6 and 9 evaluation data available upon request.

• contact

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USOE JDRP Approval: 6/24/75
JDRP Number: 75-54

PROJECT: PROJECT C.H.I.L.D. (Comprehensive Help for Individual Learning Differences)

• description

A child's education cannot take place in a vacuum isolated from family and community or ignoring personal and family needs that may be handicaps to learning. C.H.I.L.D. incorporates individuals, agencies, and community resources daytime, evening, and weekends to serve black, Algonquin Indian, Mexican-American, and white rural/migrant families. Twelve-hour day program is complemented by evening educational component in homes and camps for parents and older siblings, weekend recreational and cultural component for family, dental and health services, training and employment of parents and older siblings as classroom aides, vocational exploration and training for parents, and pre- and inservice education for teachers and staff. Instructional objectives based upon learner needs are implemented by experience-based, rather than textbook-oriented curriculum. A modified open classroom is utilized. Students' needs are assessed, objectives behaviorally stated, related resources and high-interest learning experiences identified, and evaluative devices determined. Bilingual staff preferred. Paraprofessionals must be parents or older siblings of children served. Staff development prior to and during program improves teaching skills and sensitivity.

• materials used

Adopting/adapting schools will be given permission to reproduce any materials. Most of these are teacher-aide-student-made.

• services available

Awareness materials are available; visitors are welcome (8:00 a.m. through 6:00 p.m. - 7:00 p.m. through 10:00 p.m.); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Bilingual/Bicultural Education
Vocational & Career Education
Cross-grade Grouping
Ethnic Education

• target audience

Infants through adults; all ability levels. May be French and/or Spanish-speaking.

• financial requirement

A variety of funding sources may be needed to conduct the total program. Individual student costs vary for each program: Children's Daytime Program - $399.75; Evening Program - $68.38; Weekend Program - $21.57.

• program evaluation

The teacher's planning chart specifies evaluation techniques for each objective. Once the evaluation is made, if the objective has not been met, the teacher recycles the learner to other learning experiences or provides learning experiences based upon the learner's needs. Objective data generated by the post WRAT tests indicate the students gain three months in their reading and math skills for a five-week program.

• contact

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USOE JDRP Approval: 4/9/73
JDRP Number: 23

PROJECT: FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

• description

In addition to the Language Arts program, there is an Early Childhood Learning program incorporating learning laboratories that provide a rich variety of materials and equipment designed to meet the needs and interests of each child. The program emphasizes physical and dental examinations, nutrition, language development, social and personal development, and physical development. Another program, Learn and Earn, is designed to help migrant students, ages 14-17, who are potential dropouts, to develop skills for job placement. The program has three stages: (1) exposure to a variety of occupational experiences; (2) on-the-job training; and (3) job placement. Training experiences also help students to develop positive attitudes toward themselves, their peers, school, work, and the world-at-large.

• materials used

A wide variety of materials is used including audiovisual equipment.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (probable that adopting site will only pay their own costs); training is conducted out-of-state for state or district migrant programs (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses are covered). A booklet listing objectives and skills for 3-, 4-, and 5-year-old migrant students is free to migrant programs; otherwise, $1.98.

• descriptors

Language Arts
Tutorial
Preschool
Learn & Earn

• target audience

Migrant and nonmigrant students beginning at age 2.9, and migrant students 14-17 years of age.

• financial requirement

Early Childhood - $879 per student. Learn and Earn - $675 per student. Tutorial (supplemental) - $1200 for full-time students and an additional $236 per student for migrant education.

• program evaluation

Migrant students averaging three years in preschool averaged 48 on the MRR. Nonmigrant students with one year of public kindergarten averaged 46 on the MRR. Migrant students in the tutorial program demonstrated a mean gain of one and one-half months for every 20 hours of instruction in overall reading achievement.

• contact

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USOE JDRP Approval: 4/9/73
JDRP Number: 21

PROJECT: HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL PROGRAMS

• description

This program is designed to serve Spanish-speaking students by developing culturally and linguistically appropriate curriculum, by providing relevant training for teachers and aides, by developing parent and community involvement in the educational process, and by generally effecting a change in attitude towards bilingual education. The intent of this program is to improve student self-concept by raising the status of the students' language and culture and thereby increasing student achievement in English, Spanish, and other content areas. Instruction includes a block of time devoted to Spanish reading and language arts. During the remainder of the day the instruction is in English. Students who are monolingual Spanish receive additional instruction in Spanish after the lessons are presented in English. At the secondary level, the program includes ESL for monolingual Spanish students and several bilingual courses for students who have already attained some degree of bilinguality.

(A Project Information Package is now being developed on this project.)

• materials used

Students begin learning to read in Spanish with the use of *Mis Primeras Letras*, a reading readiness book on letters and letter sounds in Spanish. A teacher-developed workbook is also used. They then begin reading in the Laidlaw basal reading series in Spanish. Spanish dominant students are also instructed in oral English language development and English reading using *Basic English Language Patterns for Spanish-Speaking Students* and the Harcourt, Brace, and Javonovich basal reading series.

• services available

No awareness materials are available; visitors are welcome (one week notice); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Bilingual/Bicultural
Comprehensive Staff Development

• target audience

Students grades K-12.

• financial requirement

The approximate per pupil cost is less than $500 per pupil based on a five-year average.

• program evaluation

On the basis of the data reported for three consecutive years, the bilingual education program in Houston results in significantly higher seven-month gains in the English version for program participants in comparison to the controls.

• contact

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USOE JDRP Approval: 6/24/75
JDRP Number: 75-52

PROJECT: MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

• description

This computerized system has 149 teletype terminals located in 44 states which serve all 50 states, Puerto Rico, Guam, and American Samoa. Terminals submit student data on migrant children K-secondary on a daily basis. Curriculum being taught to migrant children is established by each state through an application submitted to the United States Office of Education. The curriculum varies according to the established needs of migrant children at their various levels. Through the MSRTS teachers have at their disposal special program, test, special interest, health, criterion, and other data. This allows teachers to formulate ideas on what the student has mastered and what level program should be developed. No single approach is used; however, many programs have been developed around the tutorial.

• materials used

Materials used in teaching migrant children are sometimes the conventional textbooks; however, this is not recommended practice since these textbooks are very foreign to migrant children. States are encouraged to provide the necessary materials that will give the migrant child the best opportunity and the most continuity for learning.

• services available

Awareness materials are available; visitors are welcome (Monday through Friday, 8:00 a.m. through 4:30 p.m.); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff pays their own costs); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Reading
Mathematics
Health

• target audience

This program is designed both for teacher usage and preschool through secondary children. Teachers, teacher aides, nurses, counselors, and administrators can all use the data for the educational welfare of the migrant child.

• financial requirement

In FY 1975-76, the MSRTS costs were approximately $3.50 per child to maintain all school and health records on a migrant child in the U.S. as he moves about with his parents in search of agricultural work. LEA's assume other costs relative to the employment of personnel in their particular district.

• program evaluation

Evaluations are conducted by each state in order to fulfill their requirements to the United States Office of Education. Criteria used in making evaluations are solely dependent upon the states.

• contact

Winford "Joe" Miller
Administrator
Migrant Student Record
Transfer System
Arch Ford Education Building
Little Rock, AR 72201
(501) 371-1857

USOE JDRP Approval: 4/4-5/73
JDRP Number: 19

PROJECT: NATIONAL MIGRANT INTERSTATE PROJECT

• description

Objectives for instructional and support services have been set. The program itself has been in operation since 1966. All facets of normal school responsibility occur for migrants except that individualized instruction and enrichment are added. Special consideration is directed to health, nutrition, and development of self-concept.

• materials used

Many and varied.

• services available

No awareness materials are available; visitors are welcome; no training is conducted at the project site; no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Migrant Education

• target audience

Children ages 5 to 21.

• financial requirement

Costs vary with states and with nature and extent of program.

• program evaluation

On-site visitations and annual reports.

• contact

Louie Counts
Supervisor, Migrant Education
Department of Education
National Migrant Interstate Project
Arch Ford Education Building
Little Rock, AR 72201
(501) 271-1853

USOE JDRP Approval: 4/9/73
JDRP Number: 24

PROJECT: NOMAD (Needs and Objectives for Migrant Advancement and Development)

• description

Project NOMAD is directed to the total development of the migrant child. It consists of three components: (1) a school year tutorial program that operates in cooperation with local school districts; (2) an eight-week summer program; and (3) a family unit educational program conducted in mobile units at migrant camps in the evening. Project NOMAD synthesizes a unique curriculum which focuses on the needs of migrant students, their families, the community and local educators into a single package which has impact on the migrant student. Exphasis is on academic, physical, emotional, and social aspects. The summer curriculum also provides prevocational awareness and exploration programs for all students.

Instruction is individualized; students work at their developmental level in all content areas. All teachers and aides are trained in ESL methods and techniques.

• materials used

Materials used are objective reference tests for reading, math, and oral language; bilingual activity kits; teacher resource book on migrant education; activity units in reading and oral language for migrant students; and teacher's handbook on policies and procedures. Objectives and teachers' guides for prevocational programs in auto mechanics, clerical, secretarial, building trades, and graphics are used.

• services available

Awareness materials are available; visitors are welcome (June 14 through August 6; September through May); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Diagnostic/Prescriptive
Oral Language Development
Reading & Math
Parent & Community Involvement

• target audience

School year program: grades K-12. Summer program: all students ages 2-1/2 to 21, if they have not received a high school diploma.

• financial requirement

In summer program for 1975, number of students recruited was 1502; cost per child, $210 (this cost reflects the rent paid for school facility as well as for use of buses and transportation). School year program September 1975 through June 1976, total students enrolled, 869; cost per child, $247.

• program evaluation

Migrant students are pre- and posttested individually; students' needs are translated into objectives; validation data is identified through standardized tests.

• contact

John H. Dominguez, Jr.
Region III Director
VanBuren Intermediate School District
701 South Paw Paw Street
Lawrence, MI 49064
(616) 674-8091

USOE JDRP Approval: 4/9/73
JDRP Number: 21a

PROJECT: TRAINING MIGRANT PARAPROFESSIONALS IN THE BILINGUAL MINI HEAD START

• description

Training Migrant Paraprofessionals in the Bilingual Mini Head Start is a two-phase project. One phase is to train migrant adults (many of whom have had little formal education) to be preschool teachers or bilingual tutors of school children in a follow-through-like program. The other phase is to provide a bilingual preschool experience that will promote optimum cognitive growth in migrant children. The training strategy used with adult trainees is a modified micro-teaching approach. Bilingual instruction for children is totally individualized, using programmed materials. The project has utilized a day care center situation for its instructional program; direct teaching methods as developed by the behavior analysis model are used. Staffing includes one paraprofessional trainee for each six children, one professional trainer for each six to eight trainees, part-time testers, evaluator, and project manager.

• materials used

Published programmed materials such as Sullivan Reading, Singer Sets and Numbers, Lyons and Carnahan Write and See, Distar Language, project-translated Distar, project-developed bicultural teaching, and evaluation material.

• services available

Awareness materials are available; visitors are welcome (two weeks advance notice); (Adoption services not available. Visits may be made to Washington or Texas state sites [October through March 15] for groups of five or less.); training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Bilingual/Bicultural Education
Teacher Training
Parent Involvement

• target audience

Migrant adults and preschool migrant children through grade 3.

• financial requirement

Paraprofessional salary $5000 to $7000 annually. Trainer's salary $10,000 to $12,000 annually. Curriculum materials $25 per child. Other part-time salaries total $20,000 annually. Training materials $50 per trainee.

• program evaluation

All children enrolled in project come from seasonal or migrant farmworker families. Tests used include Peabody Picture Vocabulary, Forms A and B; Preschool Inventory; Wide Range Achievement Test. After 100 days attendance in program, average score of children in every age classification is higher than that of norm group.

• contact

Louise Gustafson
Project Manager
Bilingual Mini Head Start
P. O. Box 2367
Pasco, WA 99302
(509) 547-8442

USOE JDRP Approval: 4/9/73
JDRP Number: 48

CAREER/VOCATIONAL EDUCATION

PROJECT: DIRECTORY OF REPRESENTATIVE WORK EDUCATION PROGRAMS, 1972-73

• description

This publication which covers work education programs and classroom related activities, is available from the Superintendent of Documents, DHEW Publication OE-701701, U.S. Government Printing Office, Washington, D.C. 20402. $2.95.

• materials used

• services available

• descriptors

• target audience

• financial requirement

• program evaluation

• contact

Ms. Mary Ann Millsap
National Institute of
Education
Room 707
Brown Building
1200 19th Street, N.W.
Washington, D.C. 20036
(202) 254-5040

USOE JDRP Approval: 6/12/73
JDRP Number: 49

PROJECT: EXPERIENCE-BASED CAREER EDUCATION (EBCE)
Appalachia Educational Laboratory (AEL)

• description

The Appalachia Educational Laboratory's Experience-Based Career Education program is an alternative that has been implemented by the school systems of six states, at the junior/senior years of high school. Through EBCE, students earn academic credits; explore the real dimensions of many careers; learn about who they are and what they want to become; and master some of the skills they will need to successfully negotiate the complex world of adult living. Their goal is not to train for one preselected job, but to discover by direct experience which career(s) they find most potentially rewarding; not to use occasional field trips to supplement classroom study, but to actually do their studying in the context of real sites with people in the community; not simply to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin developing a conscious and consistent set of values. EBCE requires training two professionals not found in the traditional school - a learning coordinator and an experience site analyst.

(One of four EBCE model programs that received JDRP approval simultaneously.)

• materials used

The instructional "systems" for EBCE are highly structured, yet simple to operate. Program materials include: Basic Procedures Manual, Student Career Guide, Student Program Guide, Implementation Guide, Introductory Guide To Activity Sheet Preparation, Cross-Reference Catalogs, Experience Site Control System Manual, Guide for Resource Persons, Camera-Ready Consumable Forms Booklet, Basic Skills Inventory, Administrators Manual, Experience Site Learning Guides, and LC/ESA Training Manual.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Career Education
Experiential Learning
Competency-based Learning
Alternative Secondary Programs

• target audience

Secondary students who wish to learn about and to explore career options through experience, those who want minimal entry-level skills, and those entering community college who want to test tentative career choices.

• financial requirement

AEL has determined that implementation costs typically include: feasibility study, learning coordinator and experience site analyst training, technical assistance, travel and per diem for AEL technical assistance staff, and EBCE curriculum materials.

• program evaluation

Over 90% of EBCE graduates felt they were more highly motivated to learn and that the opportunities to learn were greater than in regular classroom settings. ITED scores of EBCE students equaled or excelled those of a control group. Ninety percent of parents interviewed said they had observed positive changes in their children that they felt resulted from EBCE.

• contact

Dr. Harold Henderson
Director
EBCE Program
P. O. Box 1348
Charleston, WV 25325
(304) 344-8371

JDRP Approval: 5/6/75
JDRP Number: 75-22

PROJECT: EXPERIENCE-BASED CAREER EDUCATION (EBCE)
Northwest Regional Educational Laboratory

• description

Experience-Based Career Education (EBCE) as developed by Northwest Regional Educational Laboratory is a full-time comprehensive program designed to operate as one new option within the secondary school curriculum. The program has its own set of unique expectations and requirements. These provide students with the opportunity to master the full range of academic disciplines and to prepare for adulthood and economic self-sufficiency while interacting with adults in natural work settings. Many students learning activities are derived from the career activities of adults in the community. Learning options are numerous, from individually negotiated, community-based student projects to enrollment in regular high school or community college coursework, if the experience fits with long-range plans. All students are expected to adhere to behavioral and performance standards outlined in the student accountability system and must meet program completion requirements in Basic Skills, Life Skills and Career Development. They receive a standard high school diploma upon completion.

In addition to the original experimental site in Tigard, Oregon, EBCE programs are currently operating in five other northwest locations: Hillsboro, Oregon; Kodiak, Alaska; Kennewick, Washington; Colville, Washington; and Billings, Montana.

Training and technical assistance and support materials are available to districts interested in adopting part or all of the EBCE program.

(One of four EBCE model programs that received JDRP approval simultaneously.)

• materials used

Students and staff in EBCE make extensive use of community materials and resources in addition to traditional textbooks and curriculum guides. Special attention is given to helping students recognize that people, as well as materials and media, constitute an important and usable resource. Staff-developed materials are unlike traditional textbooks and curriculum guides. Each tool is designed to capitalize on the individual, community-based nature of the program. Handbooks for planning, operating, and evaluating an EBCE program may be purchased from NWREL. Price lists of all NWREL EBCE materials and services are available on request.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Career Education
Alternative Education
Individualized Instruction
Community-based Curriculum

• target audience

Secondary students willing to assume major responsibility for their own learning. Age requirements may be necessary in some states, for maximum employer site involvement.

• financial requirement

Five districts in the Pacific Northwest and Alaska operating as EBCE pilot sites have budgeted their respective operating costs as follows: (1) 30 students at $1000 each; (2) 50 at $1050 each; (3) 60 at $1100 each; (4) 25 at $1370 each; and (5) 100 at $1700 each. Costs hinge on the extent to which districts choose all or part of the EBCE model.

• program evaluation

When compared with a control group, EBCE students scored significantly higher in knowledge of information related to the world of work, self-confidence in the ability to complete necessary steps for entering a career, and in perceived overall effectiveness of their educational experiences. Parents and participating employers were overwhelmingly favorable to the program. Evaluation techniques used are described in a User's Handbook on Evaluation.

• contact

Rex Hagans
Program Director
Experience-Based Career
Education
Northwest Regional Educational
Laboratory
710 S.W. Second Avenue
Portland, OR 97204
(503) 248-6893

JDRP Approval: 5/6/75
JDRP Number: 75-22

PROJECT: FLIT: Functional LITeracy

• description

Project FLIT is a six-week program of job-related literacy training developed by HumRRO for U.S. Army recruits with low-reading ability. This project was established to update the reading ability of personnel who did not attain their career field literacy requirements. The instructional program consists of six modular units based on job-related materials. Instruction is: modular, individualized, performance-oriented, functional, student-assisted, and semiprogrammed. One teacher for each 15 to 20 students is recommended. The classroom should provide adequate storage for job reading materials and for student and teacher records.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs in the nation.)

• materials used

Materials and student activities, based on job reading tasks, consist of student use of technical materials, manuals, worksheets, forms, tables, graphs, and procedural directions.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Job-related Reading
Functional Literacy
Vocational Education
Career Education

• target audience

High school, adult education, vocational education, adult basic education.

• financial requirement

Major costs on FLIT were those associated with the initial research and development. Costs for a similar program would have to be estimated for research and development including job reading requirements, development of job reading tests, and development of job reading materials.

• program evaluation

Two types of assessment instruments were developed: (1) module proficiency tests administered before and after each module; (2) job reading task tests to provide overall measure of ability to perform job reading tasks required in career area. Average job reading skills increased from Reading Grade Level (RGL) 5.2 before training to 7.3 (a gain of 2.1 RGL years). Percentage of students reaching course objective of RGL 7.0 increased from 10% before training to 54% after training.

• contact

Mr. Lynn Fox
Associate Director
HumRRO-Western Division-
Carmel Office
27857 Berwick Drive
Carmel, CA 93921
(408) 625-1347

USOE JDRP Approval: 3/25/74
JDRP Number: 74-22

PROJECT: LINCOLN COUNTY EXEMPLARY PROJECT IN CAREER EDUCATION

• description

The foundation for the school program is designed around activities that will promote positive attitudes toward: (1) all fields of work; (2) work as a means of obtaining many satisfactions; and (3) one's self in relation to work. The program is characterized by four major areas: (1) career awareness in grades 1-6; (2) career orientation in grades 7-8; (3) career exploration and exposure in grades 9-10; and (4) career preparation, including intensive guidance and skill development in grades 11-12 with expansion of vocational education offerings to include out-of-school youth.

• materials used

Materials used in the Lincoln County Career Education Project were developed by the staff members. Career education Units K-10 and Career Awareness Tests 1-6. Also the Ohio Vocational Interest Survey and the Career Maturity Inventory were used.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Career Awareness, K-6
Career Orientation, 7-8
Career Exploration, 9-10
Career Preparation, 11-12+

• target audience

Students in grades 1-12 and drop-outs.

• financial requirement

Cost per pupil is approximately $20.

• program evaluation

The academic work of students was improved through the implementation of career education. This has been documented by evaluation from Marshall University.

• contact

Herbert B. Holstein
Lincoln County Vocational-
Technical Center
P. O. Box 437
Hamlin, WV 25523
(304) 824-5449

USOE JDRP Approval: 12/13/73
JDRP Number: 73-2

PROJECT: OCCUPATIONAL AND CAREER DEVELOPMENT PROGRAM

• description

The program is one of orientation and information at the elementary level, information and exploration at the middle-school level, and exploration and preparation at the secondary level, all built around a career development theme that includes: (1) student evaluation of self-characteristics; (2) exploration of broad occupational areas; (3) introduction to the economic and social values of work; (4) introduction to psychological and sociological meaning of work; (5) explanation of educational avenues; and (6) development of decision-making process. Analysis of the above goals led to the development of six components now incorporated into all units at all grade levels. These elements are: (1) hands-on activities; (2) role playing; (3) field trips into the community; (4) resource people in the classroom; (5) subject matter tie-ins; and (6) introduction to occupations in the community relevant to each unit. The concurrent and overlapping nature of these components encourages individual creativity and permits flexibility within any given unit. One teacher-developed unit per grading period. Key for all participating students is regularity in interview, internalization, decision-making, and experiencing success.

• materials used

There are currently 60 teacher-developed units (K-12) to serve as unit guides. Other materials are furnished by community and students. Consideration is given to alternative usage of existing materials. Synopsis of program available free of charge.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Career Education
Community Involvement
Interdisciplinary
Parent Involvement

• target audience

Students of all ability levels, grades K-12.

• financial requirement

Start-up costs are approximately $80 for a set of 60 units which may then be reproduced by implementing system as needed. A staff-development workshop of two-days duration is recommended with costs varying according to number of participants and range of grade levels. Usually existing allotments for staff development can be utilized. Additional per pupil cost negligable.

• program evaluation

Product evaluation by North Carolina State University over a three-year period through tests with over 500 students (treatment and control). Process evalution by Georgia Department of Education and USOE. Goals and objectives stated at outset were all achieved to significant degree. Validated by USOE for replication.

• contact

Mr. Joel Smith, Project
Director or
Mr. David Taylor, Career
Education Coordinator
Cobb County Public Schools
47 Waddell Street
Marietta, GA 30060
(404) 422-9171

USOE JDRP Approval: 12/17/73
JDRP Number: 74-7

PROJECT: PROJECT OCCUPATIONAL VERSATILITY (O.V.)

• description

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout this learning procedure, the educator creates the scene for the learner to function and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to: woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, in addition to instructors and more experienced peers.

• materials used

The installation manual is available from:

Jim Grossnicklaus
Albany Union High School District 8J
Albany, OR 97321

The price is $13.50 including postage.

• services available

No awareness materials are available; visitors are welcome anytime; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Exploratory General Shop
Individualized Self-instruction
Nongraded & Ungraded
Career Exploration

• target audience

Middle school and/or junior high. Method has been also applied in elementary and senior high and in the areas of art and home economics.

• financial requirement

Installation costs vary greatly as they depend on what is now available and what degree of program a district wants. Installation manual has a section for adopter to determine the cost of desired program.

• program evaluation

Evaluation data show that participants in the Occupational Versatility method significantly increase their abilities of self-sufficiency, adaptability, and productivity more than students in a teacher-directed industrial arts program.

• contact

Mr. John Lavender
Director
Occupational Versatility
Highline School District
15675 Ambaum Blvd., S.W.
Seattle, WA 98166
(206) 433-2325

USOE JDRP Approval: 4/16/73
JDRP Number: 12

PROJECT: RBS CAREER EDUCATION (Experience-Based Career Education - EBCE)

• description

This program has demonstrated effectiveness in improving the career development and overall education of youth and in stimulating and organizing local and regional participation. The goal of the RBS approach to EBCE is to provide for significant and continuing improvement in the education of the greatest number of students at a feasible cost to the public. Program consists of five components: administrative guides; support services to local districts with staff training and development; and curriculum and procedural materials for the three instructional components (Career Development, Career Guidance, and Academic Resource Center). It supports five basic goals for students: preparation for career opportunities; growth in English and mathematics; increased accuracy and breadth of student perceptions of their environment; enhanced motivation to learn; and increased abilities to plan, solve problems, make decisions, and take action.

(One of four EBCE model programs that received JDRP approval simultaneously.)

• materials used

RBS Career Education library, student editions of the Career Clarification Program, staff training workshop materials, program management forms, RBS Evaluation Package, ILA Communication Skills, ILA Mathematics, and staff-developed materials.

• services available

Awareness materials are available; visitors are welcome by appointment, training is conducted at the project site (some contracts are free, some must be paid for by contact); training is conducted out-of-state (some contracts are free, some must be paid for by contact); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Experience-based Education
Community Involvement
Basic Skills
Career Guidance

• target audience

High school students and staff and school-community cooperation groups.

• financial requirement

Start-up costs $1100 per student. Continuing costs $875 per student. Training cost $1500 for staff of 12.

• program evaluation

Significant differences between program students and the control group were demonstrated in career development, basic skills, and attitudes toward school. Student and parent opinion surveys have been quite favorable. The program has been adopted by the local school system which is planning to expand it above present enrollment of 300 students.

• contact

Dr. Michaelita Quinn
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, PA 19103
(215) 261-4100 Ext. 356

JDRP Approval: 5/6/75
JDRP Number: 75-22

PROJECT: UCLA ALLIED HEALTH PROFESSIONS PUBLICATIONS

• description

This three-year student oriented program is designed to introduce secondary school students to allied health occupations. The purposes of the program are to acquaint students with the allied health field and provide them with training in it; to offer them positive educational experiences to encourage and motivate them to continue their education; to give them skills and information with which they can compete in the world of work and move upward in it; to give them a better understanding of the health field and make them better consumers of its services; and to guide them into positions, occupations, and training programs for further education. The sequenced series of student objectives are based on inventories of tasks requisite to specific health careers, ranging from "Bio-medical Photography" to "Ward Management."

• materials used

Catalog of publications and prices available upon request.

• services available

No awareness materials available; visitors are welcome (9:00 a.m. through 3:00 p.m.); no training is conducted at the project site; training may be conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Health Occupations Education
Instructional Materials (HOE)
Career Education (HOE)

• target audience

Secondary students.

• financial requirement

Cost depends on materials selected from catalog and number of students.

• program evaluation

See catalog for final report.

• contact

Dr. Miles Anderson
University of California
Allied Health Professions
Publications
123 Moore Hall
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 825-2608

USOE JDRP Approval: 12/13/73
JDRP Number: 73-1

EARLY CHILDHOOD/PARENT READINESS

PROJECT: A MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN: COMMUNICATION PROGRAMS

• description

The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for technical assistance and outreach activities. The center is affiliated with the Experimental Education Unit of the College of Education and the Child Development and Mental Retardation Center at the University of Washington in Seattle, Washington.

The Communication Programs serve four groups of young children, ranging in age from 2-6 years with identified communication disorders (not related to hearing loss). The children come with a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps.

The classrooms are staffed by teachers and Communication Disorders Specialists (CDS) who work together in the classrooms. The teachers provide basic, strong preschool and kindergarten programs which give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they demonstrate skills in managing the day so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication. He or she plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time first goals are established. They observe regularly and are involved in home programs.

• materials used

Program emphasis is on strategies and procedures, i.e., regular preschool materials and room arrangement are used to facilitate interaction and language development. Assessment tools used: The Sequenced Inventory of Communication Development, a developmentally ordered assessment for children from 4 to 48+ months which is used with a pupil profile. The Preschool Profile, also developmentally sequenced, provides an individual record of the child's performance in other areas as well.

Specific questions will be answered by a combination of the above material, or by personal letter or telephone communication.

• services available

Awareness materials are available; visitors are welcome (weekdays 8:00 a.m.-5:00 p.m.); training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses are covered).

• descriptors

Language & Communication Intervention
Early Childhood Education
Communication Disorders
Integration With Preschool Program

• target audience

Children ages 2-6 identified or suspected communication deficits (not related to current hearing loss).

• financial requirement

Cost for four-quarter period: $2100. Cost includes salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

• program evaluation

Sequenced Inventory of Communication Development, Preschool Profile, Uniform Performance Assessment System, and other standard assessment instruments are used as needed. Data from classroom observation are also a part of the evaluation procedure. Children's programs are behaviorally defined and decisions for change are data-based.

• contact

Dr. Alice H. Hayden, Director
Model Preschool Center for Handicapped Children
Experimental Ed. Unit, WJ-10
Child Dev. and Mental Retardation Ctr., U. of Washington
Seattle, WA 98195
(206) 543-7583

USOE JDRP Approval: 9/3/75
JDRP Number: 75-64a

PROJECT: A MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN: DOWN'S SYNDROME PROGRAMS

• description

The Model Preschool Center for Handicapped Children was initially funded by BEH as a Center with training, research, and service components. More recently its funding has been for technical assistance and outreach activities. The Center is affiliated with the Experimental Education Unit of the College of Education and the Child Development and Mental Retardation Center at the University of Washington in Seattle, Washington.

The Down's Syndrome Programs are designed to accelerate and maintain the development of children with Down's syndrome, ages 0-6, and to give help and training to their parents. There are five programs in which children and parents participate: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten. Parents participate weekly as teacher aides and data-takers to learn techniques for maintaining the child's progress at home.

• materials used

Program emphasis is on strategies and procedures; i.e., regular preschool equipment and materials are used to facilitate development. The Down's Syndrome Performance Inventory is used as an assessment tool and a guide for setting curriculum objectives. The skills are developmentally sequenced and provide a record of the child's performance in areas of physical, personal-social, communication, and cognitive development.

Brochures, assessment materials, program planning guides, specific staff and parent training programs for teaching a variety of skills are available. Copies are available at cost. Slides and videotapes may be rented or purchased.

• services available

Awareness materials are availabble; visitors are welcome (weekdays 8:00 a.m. through 5:00 p.m.); training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses are covered).

• descriptors

Early Childhood Education
Parent/Family Training
Behavioral Intervention
Infant & Preschool Programming

• target audience

Down's syndrome children birth to six years of age.

• financial requirement

Cost for four-quarter period: $2100. Cost includes salaries for qualified personnel, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

• program evaluation

Down's Syndrome Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Bayley Scales, Stanford-Binet, Peabody Picture Vocabulary Test. Data from classroom observation are also a part of the evaluation procedure. Programs are behaviorally defined and decisions for change are data-based.

• contact

Dr. Alice Hayden, Director
Experimental Education Unit
WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, WA 98195
(206) 543-7583

USOE JDRP Approval: 9/3/75
JDRP Number: 75-64b

PROJECT: ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

• description

Added Dimensions to Parent and Preschool Education has expanded activities of a suburban, public school prekindergarten program comprising 24 centers for 3- and 4-year-olds. To a program focused in five developmental areas were added early intervention techniques. Pre- and postscreening and assessment are done at home. Preschool program implemented through differentiated teacher staffing and use of parents and others as teaching aides and bus supervisors, e.g., teacher-led discussion groups, and individual conferences and advisory council service. The program can be economically self-supporting, while maintaining a two and one-half hour, two-day-a-week program and a staff/child ratio ranging from an approximate low of 1:7 to a high of 1:10. Utilization of well-trained paraprofessionals provides a quality program within the means of most families.

Home visits by teacher assistants; during first, Denver Developmental Screening Test (DDST) is given. Individualized programs for children with lags in personal-social, language, gross or fine motor development. Multiple handicapped referred to eight special education classes.

General Criteria: Planners should seek those who fervently believe prekindergarten experience important and parental involvement the key to the best development.

Head Teachers: Need state certification with early childhood emphasis and training in group discussion methods.

Teacher Assistants: Need 10-15 hours of inservice training and 6 quarter hours in early childhood education.

Facilities: Space in churches and other public buildings should be used if there is no room in the school. Advisable to remain part of public school for overall supervision, personnel hiring, and use of other supportive services. Offering screening and diagnostic aid to young children should always be included. Also include from inception home visitation/parent education.

• materials used

Standard preschool materials/equipment, Denver Developmental Screening Test and Manual, revised (1970 ed., W.K. Frankenburg, M.D., et al., University of Colorado Medical Center, 4200 E. 9th Avenue, Denver, Colorado 80220). Project-assembled Play Materials Lending Library enables parents to use educational materials at home; parents encouraged to construct homemade materials. Variety of books, films, and filmstrips used in parent education program.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Tuition-paid Preschool Program
Extensive Parent Involvement
Developmental Assistance
Home Visiting

• target audience

All children, ages 3 and 4, and parents. Present enrollment 2900, or 40% of all county children ages 3 and 4.

• financial requirement

Cost per child per year is estimated at $180. Cost of one preschool center (160 children), with a home visiting component, estimated at $29,500. Estimated income from tuition (based on 150 children paying $20/month for nine months) equals $27,000, allowing for 10 tuition waivers. Initially, there would be a negative differential of over $2000; but since much of same equipment can be used yearly, the program can become self-supporting.

• program evaluation

Validity studies showed paraprofessionals using the DDST correctly identified abnormal children 92% of the time. Comparison of pre- and posttest showed that benefits were derived from this early identification. Comparison of CTBS kindergarten scores showed a significant difference between children who had been in the program and those who had not.

• contact

Betty Benjamin
Coordinator
Early Childhood Education
Jefferson County Public
Schools
1209 Quail Street
Lakewood, CO 80215
(303) 234-7000 Ext. 346

USOE JDRP Approval: 5/15/75
JDRP Number: 75-46

PROJECT: BAPTIST HILL KINDERGARTEN

• description

The goal of this project is to provide experience necessary for school readiness to five-year-old children of low-socioeconomic background. Children experience success daily, interact with peers and adults, and learn to respect the rights of others. Experiences are provided to help children increase their vocabulary, learn to speak in sentences, communicate more effectively, grow in independence and initiative, understand and deal with the world around them, and develop problem-solving skills. Learning centers are set up in each classroom. Student needs are assessed and continuous evaluations made to ensure program effectiveness. The program is monitored by a parent involvement component.

• materials used

A wide variety of early childhood materials are used.

• services available

Awareness materials are available; visitors are welcome (September-May 8:00 a.m.-2:00 p.m.); training may be conducted at the project site; no training is conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Early Childhood Education

ESEA Title I

• target audience

Kindergarten students.

• financial requirement

Per pupil expenditure was $804. Initial implementation costs for furniture, carpets, audio-visual equipment, materials and supplies were also encountered.

• program evaluation

The Test of Basic Experiences (TOBE) was employed to measure student achievement. The mean pretest stanine was three and the mean posttest stanine was six.

Financial and evaluation data were collected in 1972-73.

• contact

Ms. Marjorie E. Maddox
Baptist Hill Kindergarten
Butler County School System
Simpson Street, P.O. Box 160
Greenville, AL 36037
(205) 382-2665

USOE JDRP Approval: 10/18/74
JDRP Number: 74-102

PROJECT: CHILD-PARENT CENTERS ACTIVITY

• description

Located in 24 specially designed facilities, the Child-Parent Centers provide an individualized, locally designed, highly structured instruction program for preschool children, kindergarten pupils, and pupils grades 1-3. Supplementary and supportive services are provided by school nurses, licensed practical nurses, social workers, speech therapists, counselors, and curriculum specialists. This activity heavily emphasizes parent involvement, recognizing that the parent is the child's first teacher and that home environment and parental attitude toward school influence child's academic success. Parents help and instruct their children at home and are also involved in a school program that meets their own interests and needs.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Determination made locally. Some material is also developed at local level.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Early Intervention
Parent Participation
Structured Programs
Reading/Language Arts

ESEA Title I

• target audience

Educationally deprived students from low-income families, preschool through third year beyond kindergarten. Parents also included in program.

• financial requirement

Start-up costs: instructional material $100 per pupil; necessary furniture and equipment to accommodate 100 to 180 pupils; separate facilities recommended. Continuing basis: $13 per pupil for instructional materials.

• program evaluation

Attainment of project objectives was assessed through evaluation design that tested each objective. Results of project were validated through four-year longitudinal study in original four centers with approximately 1000 students. Annual evaluation is also maintained.

Financial and evaluation data were collected in 1972-73.

• contact

Mrs. Velma Thomas, Director of Bureau of Early Childhood Programs or Mrs. Dorothy Kellberg, Administrator
Child-Parent Centers Activity
Board of Education, Rm. 1150
228 North LaSalle Street
Chicago, IL 60601
(312) 641-4585

USOE JDRP Approval: 4/29/74
JDRP Number: 74-31

PROJECT: COGNITIVELY ORIENTED PREKINDERGARTEN EXPERIENCE (Project COPE)

• description

Project COPE, a comprehensive early learning program, is designed to enhance the intellectual, language, and socioemotional development of participating children. Based on the child's skills and development at entry, he/she attains progressively more advanced objectives through use of hierarchically sequenced instructional levels. The program's activities are divided into two complementary domains: the developmental curriculum and the achievement curriculum. The developmental curriculum includes activities to facilitate growth in perceptual-motor, conceptual-language, and socioemotional development areas. The achievement curriculum contains units of instruction in five areas: reading, mathematics, science, social studies, and health/safety. Program objectives are pursued in varied learning situations including individualized instruction, small- and large-group instruction, and free-inquiry experiences. Facilities and space found in most typical elementary schools will be adequate. Within the space available, arrangements can be made for individual, small- and large-group experiences. A list of suggested instructional materials is provided by Project COPE. No instructional equipment is needed beyond that usually found in elementary schools. Staff training is necessary prior to adoption/adaptation of Project COPE. Training is provided within the format of a workshop designed to involve teachers and administrators in the process of curriculum implementation and evaluation in piloting Project COPE for their schools and communities.

• materials used

Instruction manuals for both the developmental and achievement curricula are available. Teaching materials and equipment for classroom use are inexpensive and accessible. No special kits are necessary.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Early Childhood Education
Diagnostic/Prescriptive
Learning Disabilities
Perception & Basic Skills

• target audience

COPE is appropriate for use with prekindergarten, kindergarten, and transitional 1st grade students. Children from low- and middle-income families and those with specific learning disabilities have successfully participated.

• financial requirement

Typically, most schools adopting the COPE model find that materials necessary to implement the program are already on hand. If none are in inventory, start-up costs will be approximately $70 to $80 per child for equipment and supplies. This figure is based on the operation of two classes.

Continued yearly maintenance will be about $30 per child.

• program evaluation

In data for two years, participating children demonstrated respectively gains of 3.20 and 2.61 months/month of attendance as measured on the Slosson Intelligence Test. In these years statistically significant gains were achieved in language development as measured by the Peabody Picture Vocabulary Test, the Verbal Language Development Scale, and in socioemotional development as measured by the Vineland Social Maturity Scale.

• contact

Dr. Russell A Dusewicz
Director or
Ms. Mary Ann O'Connell
Training Coordinator
Project COPE
Educational Development Center
110 West Rosedale Avenue
West Chester, PA 19380
(215) 436-2617

USOE JDRP Approval: 5/16/75
JDRP Number: 75-49

PROJECT: DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT

• description

The Dale Avenue Project provides a threefold program for pupils in prekindergarten through 3rd grade. Performance objectives based on an extensive needs assessment of preschool children, provides (1) a minimal, developmental, sequential early childhood curriculum in 10 areas; (2) a pre- and post-test; (3) a device for grouping, individualizing, record keeping, parent reporting, and summarizing year's skill mastery. A unique 45-minute reading program homogeneously groups children with specific needs with either classroom teachers, aides, or special area teachers. The program also involves parents as tutors, tour guides, members of advisory council, in PTA, and workshops.

The project supports a wide variety of teaching and learning styles, but much teaching is accomplished through games and play situations with individual children and small groups. Performance-objective test data in 10 areas determines where the children are in the curriculum and which children should be grouped together.

• materials used

Only the Dale Avenue performance objective materials which are sold at cost are required when the program is adopted. Most of the other materials that enhance the program, such as tapes, records, stories, puzzles, clay, blocks, beads, language development cards, are usually found in an early childhood classroom.

• services available

Awareness materials are available; visitors are welcome. To schedule visit contact: Dale Avenue Project Center, N.J. State Department of Education, 225 W. State Street, Trenton, NJ 08625, (609) 292-8454. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Developmental Performance
Objective Curriculum
Diagnostic Testing
Individualized & Small-group Instruction

• target audience

Prekindergarten through 3rd grade. The program is utilized in urban and suburban areas because it provides a management system for individualization.

• financial requirement

The costs of replicating the program are basically those of staff training and follow-up monitoring. After the initial start-up investment of $28 per classroom teacher for materials, and the cost of staff training, the program's maintenance should not require an increase in the current operating expenses of most districts.

• program evaluation

Evaluation data show that participants in the Dale Avenue program make significant gains in I.Q., which brings mean of group to national norm by end of kindergarten. These gains are maintained through 4th grade. The participants in the program are at the national norm in reading and math by 1st grade, and mean of group is still at or above national norm by 4th grade.

• contact

Mrs. Helen B. Hanson
Project Director
The Dale Avenue School
21 Dale Avenue
Paterson, NJ 07505
(201) 271-3375

USOE JDRP Approval: 4/16/73
JDRP Number: 13

PROJECT: DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

• description

Developmental Play is both an activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child to adult and then child to child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented, the program creates an atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

(The Child Study Center [CSC] and Positive Alternatives to Student Suspensions [PASS] described in this catalog are affiliate projects of the Pupil Personnel Services Demonstration Project.)

• materials used

The major resource is the program product Sourcebook for Finding Your Way to Helping Young Children Through Developmental Play. Anticipated printing cost $2.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Affective Education/Personal Development
Relationship Counseling
Early Childhood Education
Teacher Training

• target audience

The program has been effective in meeting the needs of small groups of children with learning and social behavior problems. It may offer greater potential for larger groups of normal children in the two-to-six age group.

• financial requirement

When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per learner start-up costs for a three-year program will be less than $20. There would be no additional per learner monthly operational costs for a school with the services of an elementary school counselor, or psychologist who could devote a minimum of one-half day per week to the program.

• program evaluation

Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

• contact

Dr. Ralph E. Bailey
Director
Pupil Personnel Services
Demonstration Project
All Children's Hospital
801 6th Street South
St. Petersburg, FL 33701
(813) 821-5260

USOE JDRP Approval: 12/6/74
JDRP Number: 74-116

PROJECT: EARLY CHILDHOOD EDUCATION - ALL DAY KINDERGARTEN

• description

The program aims to strengthen the child's perceptual and auditory skills, improve his/her language development, and develop the potential of the family to motivate the child's learning. Teachers complete skills observation checklists for each child. This data along with Boehm test results are used to group students for work with the Sullivan Reading Readiness materials on language and concept development. Six to eight headphone units and one central console in each classroom facilitate individual or small-group work. Perceptual skills are sharpened through use of manipulative materials. Inservice for teachers and aides is continuous, approximately one-half day per month.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Sullivan Reading Readiness, manipulatives, and teacher developed materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education

ESEA Title I

• target audience

Kindergarten children.

• financial requirement

Per pupil program costs based on 605 participants during 1973-74 were under $1000 per child with approximately $650 from Title I and an additional $300 from local funds.

• program evaluation

Two main comparisons were made: with national norms and with half-day kindergartens. Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, and the Metropolitan Reading Readiness Test were used. Within eight months, children were raised on the average, to normal reading readiness. The program is cited by National Right to Read as one of 12 exemplary reading programs in evaluation.

• contact

Mrs. Jane Pope
Early Childhood Education -
All Day Kindergarten
230 East Ninth Street
Cincinnati, OH 45202
(513) 369-4720

USOE JDRP Approval: 2/26/74
JDRP Number: 74-16

PROJECT: EARLY PREVENTION OF SCHOOL FAILURE

• description

The goal of the Early Prevention of School Failure project is to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance. The goal is achieved by successful accomplishment of the following objectives: To screen all Head Start kindergarten and/or 1st grade children to identify those children who have moderate or severe learning problems. To provide professional services to teachers and parents so they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.). To provide special education services for children identified as having moderate or severe learning problems.

A teacher may continue to use any strategy found successful but must provide 20 to 30 minutes daily for small-group and/or individualized activities for all pupils based on screening results.

Staffing: The program is implemented by regular classroom teachers with the assistance of special staff members. Special staff services may be flexible in time and organizational structure.

Facilities/Installation: No additional physical facilities or instructional equipment are required other than what is usually found in the regular classroom.

Training: The adopter school district will involve a team of at least four persons in a three-day leadership training workshop at the project site and/or the school district site. Team members to be trained include: kindergarten and/or 1st grade teachers, school administrator, parent, and special education teacher or psychologist.

• materials used

Schools may purchase in English or Spanish, at cost, the following: (1) Kindergarten Screening Manual; (2) Portable Resource Kit Guide; (3) Building Readiness Through Perceptual Skills Guide; (4) Developmental Materials for Learning Center Guide; (5) Recipes for Homemade Teaching Materials; (6) In Touch With Parents Training Folder; (7) Leadership Training Filmstrips, Tape and Guide; (8) Aprendemos Juntos Guide; (9) Resource Index Guide; (10) Talent Activity Guide; (11) Staff developed Screening Kit. One set of all training materials costs less than $100; items may be purchased separately.

• services available

Awareness materials are available; visitors are welcome (visits are scheduled the second week of each month for one-day awareness and demonstration of the program); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Special Education
Interdisciplinary
Bilingual/Bicultural
(Spanish)

• target audience

Screening and curriculum program appropriate for children ages 4-6. Teacher and parent training program included.

• financial requirement

1. Cost of three-day leadership training for school district team of a minimum of four persons trained at project site and/or local school site.
2. One set of curriculum guides and screening materials at $100 per set for each team involved in leadership training program.
3. Cost of substitutes for a one-day follow-up inservice training for adopter team.

• program evaluation

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains to establish that school failure can be prevented when learning problems are identified early and special education assistance is provided as an integal part of total learning program.

• contact

Mrs. Luceille Werner
114 North Second Street
Peotone, IL 60468
(312) 258-3478

USOE JDRP Approval: 5/14-15/74
JDRP Number: 74-46

PROJECT: FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Preschool)

• description

Family Oriented Structured Preschool Activity was designed to involve all parents and four-year-old children in preschool activities that stimulate and reinforce family interaction. The curriculum is "guided-discovery-learning" type in which parents are also facilitators. Parents accompany child to a center and spend part of their time with the child at child-selected learning stations and another part with other parents and a staff member developing skills to enable them to become more effective teachers of their child. Parents are provided with materials to use with child at home. Parents and child both take 13-hour orientation program at beginning of year, then return to the center once a week for an hour, where children participate in early childhood activities while parents participate in discussion group and exchange activity kits and materials.

Program is designed for individualization - parents teaching the child in-center using learning stations, and at-home using activity kits. The materials are developmental, with emphasis on cognitive, the process of parent-child involvement is affective. Parent discussion groups focus on teaching methods, child development, self-concept, child-management, and parenting.

• materials used

Materials provided by program include: activity kits, preschool assessment, learning stations, Parent Handbook, newsletter, toy-lending library, parent resource center, Teacher's Manual, and a parent discussion group curriculum.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Parent Education
Parent as Teacher
Positive Parent-Child Relationship
Skills & Self-Concept

• target audience

All 4-year-olds and their parents - the year before child enters kindergarten. Philosophy and process now used effectively in four kindergartens.

• financial requirement

Year one, including training, start-up, and operational costs for 270 families would be $225 per family. Year two total cost would be $159 per family. Can be reduced by serving as many as 450 families. Process can be coordinated with existing kindergarten and serve 50-60 families with a 30% saving.

• program evaluation

Children involved in "at-home" phase of FOSPA for three-eight months will have significantly higher mean posttest scores on Preschool Assessment than posttest scores of age-matched children with no program involvement. Parents will indicate growth in confidence as parents, as teachers of child, in dealing positively with school, in family relationships, and awareness of the impact of home environment on child's learning and self-concept.

• contact

Elaine Wray
Project Director
Family Oriented Structured
Preschool Activity
Seaton Hall Preschool
1204 7th Street South
St. Cloud, MN 56301
(612) 253-5828

USOE JDRP Approval: 5/15/75
JDRP Number: 75-48

PROJECT: FOLLOW THROUGH - PORTAGEVILLE UNIT

• description

This project has as its major goal the provision of a broadly enriched environment for poor children, both at school and in the home, including a full range of services in the areas that affect children's lives. Within the classroom, the "Behavior Analysis Approach" of the University of Kansas is implemented. The objectives of this approach are: (1) to facilitate the child's mastery of basic skills, particularly in reading and arithmetic, through the establishment of a "token economy" within classrooms; (2) to train instructional staff to teach appropriate academic and social skills through the systematic use of positive reinforcement; (3) to train instructional staff in the use of programmed curriculum materials so that each child is enabled to work at his own speed; and (4) to train parents to work as paid staff in classrooms so that they will have the opportunity to influence their children's education.

• materials used

Materials used are recommended by the Behavior Analysis Program and include: handbooks for teachers and aides dealing with behavior analysis procedures for reading, arithmetic, and writing; a text on principles of classroom behavior analysis; a manual for parents and parent training; a booklet in English and Spanish on use of token reinforcement procedures; and various audiovisual materials.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Early Childhood

• target audience

Students K-3.

• financial requirement

Per pupil cost ran about $629 during the 1975-76 school year.

• program evaluation

This project was among the national sample taken to evaluate the Follow Through Research Program and was evaluated by Stanford Research Institute (SRI). Kindergarten children scored distinctly above the median on national norms. In Total Reading, 2nd grade students scored slightly below the national norm and among the four highest projects in the SRI national sample.

• contact

Mr. Blaine Martin
Follow Through - Portageville Unit
New Madrid County School District
P. O. Box 280
Portageville, MO 63873
(314) 379-3612

USOE JDRP Approval: 4/4-5/73
JDRP Number: 25a

PROJECT: PROJECT HOME BASE

• description

Project Home Base is founded on the belief that parents are a child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent educator who presents the parents with a task selected to meet the developmental needs of the child and gives the parents information about child growth and development, health care, etc. The parents then work with their child on that task during the week. As a result of these contacts, the parents should be better able to identify and meet their child's developmental needs. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected. The child will be better prepared to learn and will become a more efficient and effective learner.

Further information and sample materials are available upon request. On-site visitations and training are possible, though limited. A three-day workshop for training personnel in the home visit/task delivery system is recommended.

• materials used

Home learning tasks are designed to develop intellectual skills and encourage language and perceptual growth. These may be produced locally, or sample project-produced tasks are available. The use of "at-home" inexpensive learning materials allows flexibility in tasks without increasing cost to program or families.

• services available

Awareness materials are available; visitors are welcome (please arrange two weeks ahead); training is conducted at the project site (adopting site pays only their own costs); Training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Home Teaching
Parent Involvement
Screening

• target audience

Parents and their young children ages eight months through eight years.

• financial requirement

Initial implementation cost is about $13 per learner (based on 200 mothers and 300 children). This includes preservice training, equipment, and travel. Yearly operational cost for 500 learners is about $160. The largest percentage of that cost figure goes for salaries. Overhead is kept to a minimum by use of unused classroom for staff offices and using local auditoriums for large-group meetings.

• program evaluation

The principal project objectives have been met consistently. (1) Home Base children entering Head Start performed better on the Preschool Inventory (ETS, Princeton, N.J., 1967) than non-Home Base children. (2) Home Base children completed 92.5% of the tasks taught them by mothers. (3) Home Base mothers increased their use of desirable teaching behaviors (as measured by a locally constructed Directed Observation Instrument).

• contact

Mrs. Carol Jackson
Director
Project Home Base
Yakima Public Schools
104 N. 4th Avenue
Yakima, WA 98902
(509) 575-3293

USOE JDRP Approval: 1/21/75
JDRP Number: 75-10

PROJECT: HOME START: Family-Centered Preschool Enrichment

• description

There are three optional Home Start models: (1) Vertical Home Start (VHS) provides enrichment to children 2-5 years. Weekly one-hour home visits form the basic home-school relationship. Parents and home worker foster natural and spontaneous learning, supplemented (where indicated) by more comprehensive services from community agencies. (2) Horizontal Home Start (HHS) is a single year of prekindergarten enrichment. HHS activities center about classroom Piagetian activities focusing on sequenced enrichment in seriation and classification (20-35 minutes) followed by total-group, small-group, and individualized activities. (3) On Call Consultation model has trained preschool teachers (one for each 35-50 families) who confer with parents who request information about their children's development.

Program emphasizes shift from exclusive attention of parents during early years to shared attention of teachers in prekindergarten. Individualized strategies focus on basic, affective, and cognitive needs and utilize achievement testing to determine children's readiness profile.

Adoption Criteria: Support of educators, parents, community, school board (or agency where appropriate) for preschool or individualized kindergarten programming with a family emphasis. Experienced preschool or lower elementary professional motivated to implement program. Availability of paraprofessional aides (optional). Availability of specific curricular material. Funding to support program and physical space.

Training and Materials: Special inservice training is essential to the success of program. Degree and extent of training depend on model. Training materials include awareness brochures, information packets, tests and manuals (Iowa Preschool Development: Learning Readiness System Seriation Test), videotape of home-based instruction, filmstrip program available for two-week loan, and transparencies.

• materials used

Iowa Tests of Preschool Development, Strengthening Home Start for the Early Years, Learning Readiness System and LRS Seriation Test, games, activities and books selected via diagnostic statement for each child. Program child's learning requirements in various readiness areas, manual and teacher guides, learning activities kit (adaptable for optional use with overhead projector), and parent and home worker guides.

• services available

Awareness materials are available; visitors are welcome (visits to homes or Waterloo schools any day August through May except Wednesday by appointment); flexible training sessions ranging from two to five days are preferably scheduled at adopter site but may be held at originating site (staff expenses are absorbed by the project); project staff can attend out-of-state conferences (expenses are covered).

Dr. Steven Holbrook, Director Division of Research, Evaluation, and Development, Waterloo Community School District, 1516 Washington Street, Waterloo, IA 50702

• descriptors

Home Teaching
Parent Involvement
Early Childhood
Preschool Enrichment

• target audience

Children ages 2-6 and their families.

• financial requirement

Amount depends upon available personnel. If no preschool program exists, and total start-up is required, per pupil cost will be $675.50 for VHS. HHS per pupil cost between $268.56 and $402.85. If preschool program exists, costs minimal for materials and inservice released time.

• program evaluation

First grade Primary Mental Abilities (PMA) scores of VHS children and their older non-Home Start siblings were conducted approximately 18 months after completion of program. Results revealed that Home Start children secured higher scores than siblings on three of four PMA subtests and on total PMA scores. Long-range data on comparisons of Home Start children with siblings on ITBS 3rd grade show significant differences favoring Home Start child.

• contact

Mrs. Lynn Riggs
Home Start Director
Waterloo Community Schools
6028 Kimball Avenue
Waterloo, IA 50701
(319) 233-8491
or
(See address under Services Available.)

USOE JDRP Approval: 1/21/75
JDRP Number: 75-9

PROJECT: PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

• description

Saturday School is a school and home learning program for all district 4-year-olds, including those with special problems or handicaps.

The program involves 4-year-old children in a three-hour Saturday School and weekly home teaching visits. Emphasis is placed on early identification and treatment of problems. All children are tested and consultants and/or specialist-teachers appropriately follow through with a personalized instructional program.

Parental involvement is also stressed both at home and school. Parents conduct small-group instruction periods at school on Saturdays, provide informal learning experiences at home, and participate in home teaching visits. Weekly "Home Activity Guides" provide parents with ideas for at-home learning activities.

Teachers engage in two hours of staff development weekly as a part of their job. Emphasis is placed on learning through problem solving of individual cases.

• materials used

Adapting schools will be given permission to reproduce the "Home Activity Guide" and other materials used with parents. A curriculum guide and other descriptive booklets are available for staff. Also available are two filmstrips describing the program.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid)

• descriptors

Early Identification
Parent Involvement
Home Teaching
Home Activity Guides

• target audience

Preschool and kindergarten children.

• financial requirement

Program costs vary from $175.00 to $200.00 per child during the program development years. Start-up costs average $36.50 per child.

Part-time teaching staff work with the 700 children and their parents. Only the director, specialist coordinator, and secretaries are employed on a full-time basis.

Educational materials are reusable.

• program evaluation

Evaluation data show average gains of all students in 8-month program: 16 months intellectual growth, 15 months in language development, 12 months in visual-motor skills.

Gains of lowest third of children: 17 months, 20 months, and 16.5 months respectively.

Follow-up studies show Saturday School children's activities significantly better at 3rd grade level than children without preschool or other preschool experience.

• contact

Ms. Marion M. Wilson
Director
Parent-Child Early Education
Program (Saturday School)
Ferguson Reorganized School
District
655 January Avenue
Ferguson, MO 63135
(314) 521-2000 Ext. 462

USOE JDRP Approval: 5/23/74
JDRP Number: 74-47

PROJECT: PARENT READINESS EDUCATION PROJECT (PREP)

• description

The Parent Readiness Education Project is a unique and dynamic learning experience for preschoolers, parents, and high school students of the Redford Union School District. The United States Office of Education has designated PREP as a model for replication in school districts throughout the United States.

The goals of PREP are the following: (1) to identify preschool children with potential learning problems and develop a plan of remediation; (2) to teach parents how to develop in these children the necessary skills for academic achievement and to teach child development and management techniques; (3) to train high school students for more effective parenthood.

The PREP Children: All children are tested in the fall of the year prior to kindergarten entrance. Forty-eight are selected based upon indications of potential learning problems and parental willingness to participate. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities which the parent and child do together at home are the key to skill development.

Classroom and Home Curriculum: Language and conceptual development, visual skills, auditory skills, small and large muscle coordination, enhancing the self-concept, and the world around us are all emphasized.

The PREP Parents: Each parent agrees to attend PREP class one morning a week with her/his child. The parent observes the children in the classroom and receives activities to do at home daily with the child. The parents also meet in a group to discuss topics raising and nurturing children.

The PREP High School Students: Twelve high school seniors work individually with the preschoolers during the second semester. They attend weekly seminars and receive course credit in child development.

• materials used

Parent-made materials, household materials, educational materials, parent resource library, and staff-developed home activities.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Intervention
Parent Education
Training for Parenthood
Early Identification

• target audience

Preschool children, parents, and high school students.

• financial requirement

Low to moderate budget: staff salaries for two part-time teachers, secretarial assistance, part-time teacher aide.
Equipping a classroom: under $2000.
Observation room: approximately $1500.
Materials and supplies: $2000.
Transportation.

• program evaluation

Research and evaluation data indicate that highly significant gains were made by participants in comparison to a matched group of nonparticipants.

PREP has been successfully implemented in over 25 LEAs throughout the U.S.

• contact

Diane K. Bert
Redford Union Schools District #1
18499 Beech Daly Road
Detroit, MI 48240
(313) 535-2000 Ext. 201

USOE JDRP Approval: 5/29/74
JDRP Number: 74-51

PROJECT: PERCEPTION+ (formerly Project SEE: Specific Education of the Eye)

• description

If children are to learn, they must first be prepared to do so. If we accept learning as a skill, it follows, then, that children can learn to learn. PERCEPTION+ addresses its program to this end.

We treat learning as the sensory interaction with experience and of the processing of the results of such interaction. This perception plus process leads to learning.

PERCEPTION+ provides a program which heightens perceptual skills, generates atypical verbal skills, and establishes a pattern for the meaningful processing of data. The instructional methodology centers on student articulation of a structured series of experiences offered by the teacher who, through the "inquiry" method, expedites student learning rather than expounding information.

• materials used

Four self-contained instructional kits are available at cost. Kits for Levels 1 and 2 contain: teacher guides, set of instructional visuals, pre- and posttests (on spirit masters), daily and review work sheets (on mimeograph stencils), and the perception game, "Out of Sight." Levels 1 and 2 of the TACTUALS kit, designed for use by children needing tactile stimuli, are 3-D versions of the first 24 visuals of Levels 1 and 2 respectively. Level 1, Level 2, and TACTUALS are available at $30 each. A special order version of the TACTUALS is available for use with blind children.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Special Education
Decision-making/Problem-solving
Perception/Communication

• target audience

Primary focus: kindergarten (Level 1) and 1st grade (Level 2). However, Level 1 can be used preschool to 8th grade followed by Level 2 the next year.

• financial requirement

Based on a class size of 25, start-up cost is $1.20 per child for first year. Since instructional material is nonexpendable, costs may be considered 24c per child per year if amortized over a five-year period. Only other cost is for work paper, amounting to 50 sheets per child per year.

• program evaluation

Program evaluation data were drawn from pre- and posttesting of a broad student population, and responses to a subjective questionnaire by participating teachers. Analysis indicates similar growth patterns with all types of children, regardless of sociocultural, ethnic, financial or geographic delimitations.

• contact

Milton Knobler, Director or
Arlene Schor, Assistant
PERCEPTION+
Union Township Board of Education
2369 Morris Avenue
Union, NJ 07083
(201) 688-1200 Ext. 257, 288

USOE JDRP Approval: 6/7/74
JDRP Number: 74-78

PROJECT: THE PORTAGE PROJECT: A HOME APPROACH TO THE EARLY EDUCATION OF HANDICAPPED CHILDREN

• description

The Portage Project is a home teaching program serving multicategorical handicapped children from birth to 6 years of age. It is financially supported by 23 local school districts in South Central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family weekly to aid parents in: (1) assessing the child's present skill level in five developmental areas; (2) targeting emerging skills; (3) helping them to develop skills necessary to teach their own child; (4) defining appropriate teaching techniques; and (5) evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term, early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three to four prescriptions are left weekly and parents continue to teach the child daily and to record the child's progress. On the next home visit the home teacher records postbaseline data on each task, which serves as the basis for weekly curriculum modification.

• materials used

The Portage Guide to Early Education is a staff-developed assessment and curriculum planning instrument. The guide is divided into five developmental areas: cognition, self-help, motor, language, and socialization, and also includes a section on infant stimulation. It can be used with children functioning from birth to 6 years. Recording and evaluation forms, multimedia instructional packages, and the Portage Guide to Home Teaching are also utilized.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site, contact Marsha Shearer at the contact address (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Early Intervention
Parent Involvement
Individualized Instruction
Precision Teaching

• target audience

Handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

• financial requirement

Based on a nine and one-half month school year, per pupil costs average $650. Start-up cost has been estimated as ranging from $755 to $1600 per child per year (data secured from replication sites).

• program evaluation

The children in the project (mean IQ 75) gained 15 months in a eight-month period as measured by Cattell Infant Test and Stanford-Binet. Another study showed that greater gains were made by Portage Project children in mental age, language, academic, and socialization skills compared to children receiving classroom instruction. The Portage Project has been replicated in approximately 30 sites which have all demonstrated similar gains.

• contact

David E. Shearer
Project Director
Cooperative Education Service Agency
412 East Slifer Street
Box 564
Portage, WI 53901
(608) 742-5342

USOE JDRP Approval: 11/10/75
JDRP Number: 75-75

PROJECT: SOUTH DOUGLAS COUNTY EARLY CHILDHOOD EDUCATION PROJECT

• description

This project offers a cost-effective alternative to traditional center-based day care and kindergarten early childhood education models. By enlisting parents as partners in the teaching-learning process, this model builds on the natural inclination of parents to teach their own children. Home visitors, called community coordinators, conduct biweekly home visits during which parents learn teaching strategies and techniques and receive activity packets and teaching materials to use with their own children. Group activities include periodic meetings with parents and their children conducted at community activity centers (churches, veteran halls, and fraternal lodges) and a half-day four-week summer school for entering first-grade students. Visitations and one-week training sessions for key supervisory personnel and follow-up consultant visits available through the Oregon State Facilitator.

• materials used

Materials provided include: 48 activity packets for parental use, curriculum guide, home visit and group-activity protocols, evaluation forms and procedures, training kit for home visitors, and resource catalog referenced to instructional kits and games. Awareness brochure and detailed information packet, including sample parent activity packet, available free. Training kit, curriculum guide, and detailed evaluation report available at cost.

• services available

Awareness materials are available; visitors are welcome (Fridays); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Parent Involvement
Home Teaching
Differentiated Staffing

• target audience

Preprimary children, ages 3-5, and their parents; all ability levels. Fluency in English required of all participants. Complete preprimary curriculum.

• financial requirement

Annual per pupil cost, assuming 440 children from 380 families, approximately $225. This figure includes costs for staff salaries and fringe benefits, home visitors' travel, curriculum materials, equipment and supplies, and $15 per child for nonrecurring start-up costs. Costs for optional summer school for 5-year-olds not included in $225.

• program evaluation

Attainment of 38 instructional objectives was monitored for each child via criterion-referenced evaluation instruments. Project participants also assessed using standardized Harper & Row reading-readiness tests upon school entry. Performance of participants surpassed that of nonparticipants on both criterion-referenced and standardized measures. Longitudinal studies indicate pupil gains are maintained through primary grades.

• contact

Ms. Ann Matthews
Oregon Facilitator Project
South Umpqua School District
P. O. Box 649
Myrtle Creek, OR 97457
(503) 863-3175

USOE JDRP Approval: 4/29/75
JDRP Number: 74-113

PROJECT: PROJECT STAY (School to Aid Youth)

• description

Project STAY provides early identification and treatment of social, emotional, and academic needs of pupils. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are (1) identification of achievement levels of high-risk pupils; (2) provision for individual instruction in mathematics and reading to correct specific deficiencies; (3) identification of social problems, poor self-concepts, and attitudes of potential dropouts; and (4) provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher.

Project was federally funded July 7, 1971 for three years and is now locally funded by Moore Public Schools.

• materials used

Teacher handbook of innovative ideas (devised by local staff), Happy Gram, Smile-O-Gram, elementary guidance brochure, and a list of materials are available. Slides are available from:

State Department of Education
Communication Section
State Capitol Building
Oklahoma City, OK 73105
(405) 521-3331

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Early Identification
Reading
Human Relations
Elementary Guidance

• target audience

Grades 1-3. Children enter on screening administered during kindergarten year; they remain in STAY one-half day, the regular classroom the other half-day.

• financial requirement

Cost of program is approximately $40,000 for a regular elementary school.

Actual cost per pupil during three years of federal funding was $612.33.

• program evaluation

Project STAY has available an Evaluation Report by Ronald G. Schnee, Ed.D. showing effectiveness of Project STAY in meeting stated performance objectives.

Evaluation conducted yearly. Results available upon request.

• contact

Mrs. Pat Ross
Project Director
Moore Public Schools
400 N. Chestnut
Moore, OK 73160
(405) 794-8282

USOE JDRP Approval: 4/9/73
JDRP Number: 43

PROJECT: STRATEGIES IN EARLY CHILDHOOD EDUCATION

• description

Strategies In Early Childhood Education was established to bridge the gap between preschool, kindergarten, and 1st grade by establishing a continuous growth program. Upon entering kindergarten, all pupils undergo a comprehensive screening program that assists teachers in planning for individual needs. Prescriptions are then generated to help children meet developmental and sequential objectives. A prescriptive guide and the learning centers are integrated to key into individual prescriptions. The pupil's progress is recorded on individual and class charts to facilitate organizational procedures.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading into reading, math, and language development.

Staffing: The project does not require additional staff, though it is helpful to have a teacher aide or parent volunteer to assist in initial stages. Additional coordination and leadership at district level to coordinate screening, secure materials, and plan further local workshops are essential.

Facilities/Installation: Regular commercial and classroom instruction equipment is adapted to project objectives. Costs for materials are for teacher-made activities for learning centers. The project can be implemented in traditional and open classroom settings.

Training: Inservice training and workshops are essential. Administrators should also be involved in initial awareness sessions. Training usually begins with an initial two-day workshop with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters.

• materials used

Materials provided by the program include: project overview booklet, no cost; criterion-referenced screening instrument, $1.75; chart of sequenced objectives, 25¢; record system, 25¢; prescription guide, $3.50; implementation manual (available only for districts who are implementing), no cost; pupil edition, 50¢; filmstrip and cassette overview, on loan; 1/2 inch video tape overview, on loan.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Developmental
Sequenced Instruction
Screening
Diagnostic/Prescriptive

• target audience

All students in grades K-2; complete sequential programming in preacademic and academic skills.

• financial requirement

The cost per classroom is about $75 per classroom. This includes project and instructional materials and inservice costs. Released time for inservice training by project staff is necessary. Approximately $50 is allotted for learning center materials. Continuing costs are minimal.

• program evaluation

A series of comprehensive evaluation reports indicate that project objectives were met, along with increased standardized test scores for project kindergarten and 1st grade children. The project was validated over a three-year-period in five participating school districts.

• contact

Mr. Robert Schramm
Director
Cooperative Educational
Service Agency No. 13
908 West Main Street
Waupun, WI 53963
(414) 324-4461

USOE JDRP Approval: 5/29/74
JDRP Number: 74-75

PROJECT: TITLE I ESEA PRESCHOOL

• description

This program provides an open classroom design for kindergarten activities. Measuring and weighing activities, number concept activities, nature observation, book viewing, musical activities, home life simulation, water activities, and flannel board sharing occur in learning centers in each classroom. Intellectual development is stressed. Instruction is divided into the following units: home and school, health and safety, community helpers, the farm, the city, pets, woodland animals, holidays, seasons, five senses, foods, and our bodies. In addition, children are taught over 100 specific concepts in language, math, and science.

• materials used

Teacher-made materials and curriculum guide developed over a period of 10 years. Parent participation manual available. Each teacher receives funds for purchase of ready-made materials.

• services available

No awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood

ESEA Title I

• target audience

Kindergarten students.

• financial requirement

$698.30 per pupil cost.

• program evaluation

The Test of Basic Experiences (TOBE) Language Test, Form K (language and mathematics) was administered pre and post. Significant progress was shown. Teacher-made checklists and continuous teacher evaluation are also used.

Financial and evaluation data were collected in 1974-75.

• contact

Miss Bonnie Nicholson
Bessemer City Schools
412 North 17th Street
P. O. Box 868
Bessemer, AL 35020
(205) 424-9570

USOE JDRP Approval: 4/4-5/73
JDRP Number: 26

ENVIRONMENTAL EDUCATION

PROJECT: PROJECT ADVENTURE

• description

Project Adventure was designed to add an experience base to the standard high school currriculum. For many students, learning is essentially a passive process with little opportunity in the real world to take responsible action or to test the verbal abstractions of the classroom. Project Adventure represents a combination of Outward Bound techniques and philosophy, plus a humanistic group-process approach to learning and teaching. The general approach encourages small groups of students to learn by actually working on specific reality-based tasks or problems. The teacher's task becomes that of stating the problems and limitations so that students take responsibility for finding solutions.

The project supports a wide variety of teaching and learning styles. The approach is generally designed to involve students actively in learning situations that are often demanding, usually require cooperative effort, and are based on problem-solving experiences.

Adoption Criteria: Project staff are interested in locating interested, enthusiastic, and capable teachers ready for an action approach. They seek administrations willing to support "adventure curriculum" financially and structurally by providing flexibility in scheduling and openness to teaching styles. Teachers should be interested in an interdisciplinary approach.

Training: Attendance at workshops is essential to exploring and understanding the process. Generally a core group of teachers are trained at a five day session; follow-up workshops of one to three days may be held for other faculty and adopter schools or to build ropes course facilities. Training may also be adapted to fit the needs of the adoption site.

• materials used

Units, available at low cost, are usable in a number of curriculum areas such as English, art, and physical education. Each curricular unit can be adopted and/or adapted singly. The process itself can be adopted without purchasing any materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Outward Bound Application
Environmental Learning
Adventure Education
Interdisciplinary

• target audience

Primary focus has been high school but four middle schools have enjoyed success and parts of the program have been adapted to para-therapeutic summer-camp situations and upper elementary grades.

• financial requirement

Exclusive of training, cost per learner is approximately $5 the first year. Continuing costs will run as low as $2 if the program is not expanded. Training costs vary according to need. If the physical education program alone is implemented, initial equipment may run from $1000 to $1500.

• program evaluation

Evaluation data show that participation in Project Adventure activities has significantly increased students' self-concepts, levels of achievement, motivation, and (for the physical education course) physical functioning on five out of six measures. Students and their parents recognized growing self-confidence and more active involvement in available activities as outcomes.

• contact

Mr. Robert Lentz, Director or
Ms. Mary Smith, Associate
Director
Project Adventure
P.O. Box 157
Hamilton, MA 01936
(617)468-1766

USOE JDRP Approval: 4/9/73
JDRP Number: 4

PROJECT: CURRICULUM MODIFICATION THROUGH ENVIRONMENTAL STUDIES

• description

Estuarine oriented, sequential environmental education with hands-on field studies, K-8. Staff-developed previsit materials keyed to each of 37 learner objectives; they consist of LAPS, puzzles, games, audiovisual materials, etc. Previsit studies conducted by homeroom teacher; requires 5-20 class periods (according to grade level).

Each class visits Environmental Studies Center once each year for hands-on field activities, each keyed to one of the specific learner objectives for that grade. Field studies require from two hours for kindergarten to two days for grades 5-8. Pupils return to homeroom for review and posttesting.

Inservice training conducted for all teachers prior to scheduling the class. Interdisciplinary aspects encouraged; spinoffs and follow-ups have proliferated. Parent participation actively solicited. Community programs expanding.

Dissemination program active. Complete assistance program for adopters with suitable field sites. Materials under preparation for adaption to fresh water. All materials developed available at printing cost with duplication rights to purchaser.

• materials used

Materials consist of a package for each grade level containing a teacher booklet, test material, and pupil materials such as printed LAPS, slide tape presentations, flashcards, or games.

The Environmental Studies Center for the project offers three classroom/laboratories, a museum, a wet-lab, an auditorium, staff workrooms, and two survey boats. The boats give access to areas of investigation not otherwise available. However, boat-related activities can be conducted from docks or bridges or by selecting water sites accessible by other transportation.

• services available

Awareness materials are available; visitors are welcome (school days); training is conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Environmental Studies
Estuarine Environment
Hands-on Activities
Sequential Environmental Studies

• target audience

Grades K-8.

• financial requirement

Adoption costs range from 75c to $90,000.

A full-scale K-8 program for over 5321 students can cost $15.92 per student if all new staff is hired and all materials and equipment are purchased. Lower grades cost $3-$5 per student; middle school grades $15-$20. Program can be adopted by individual class or school at minimal cost if existing staff is utilized. Full set of all printed materials K-8 - $15.

• program evaluation

Evaluation data show that learner gains in the target group have been sizeable at all grade levels. Pretest scores are generally high in primary grades and lower in the middle school grades, but gains at all levels are significant at $p < .01$ on the t-test of correlated means. Test instruments were developed and standardized over three-year period.

• contact

Jay Jarrett
Project Director
Curriculum Modification Through
Environmental Studies
2900 N.E. Indian River Drive
Jensen Beach, FL 33457
(305)334-1262

USOE JDRP Approval: 12/18/75
JDRP Number: 75-78

PROJECT: PROJECT ECOLogy (Environmental Career-Oriented Learning)

• description

Project ECOLogy uses a motivating series of lessons/units/strategies/activities designed for K-12 classrooms over a two to four week period. The components are called Environmental Learning Experiences (ELE's) and Project Activity Kits (PAK's). To date, 22 ELE's and 12 PAK's have been created by the project's author/teachers. The RLR's are developed by participating teachers during project-sponsored workshops. Participants choose an environmental problem statement, integrate it with an ELE for critique by a project evaluation team. This process includes preparation of cognitive evaluation questions to be used in the pilot classrooms. At the conclusion of the classroom pilot period, the draft ELE is further evaluated and revised, then added to project inventory.

Project ECOLogy has as its aim the infusion of ecology, careers and futures components into the learning world of children by utilizing a format which requires no major changes in the existing learning climate. Adopting districts may choose a partial or complete adoption and should plan for a one and one-half day workshop schedule involving 23 K-12 teachers and two administrators. Project ECOLogy will operate adopter-site workshops if requested in writing.

• materials used

Environmental Learning Experiences (ELE's); Project Activity Kits (PAK's); and Evaluation program materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Ecology
Careers
Futures
K-12 Interdisciplinary

• target audience

K-12 teachers and students, curriculum planners, program managers.

• financial requirement

If total suggested package of ELE's and PAK's are adopted, the start-up ($3280), management ($1600), and operation ($530) costs would be $5410 for 24 schools. The cost figure includes all costs - resource materials, kits, workshops, and evaluation. Individual curriculum materials (ELE's) are available at cost ($2.50). Descriptive catalog available upon request.

• program evaluation

A pretest-treatment post-test-design to validate the effectiveness of each ELE was used. A comprehensive experimental control study with one ELE was undertaken. Analysis showed significant pupil gain at the .05 level of confidence. Twenty-two instruments were developed to evaluate cognitive knowledge and measure the lower cognitive processes.

• contact

Bill Guise
Director
Project ECOLogy
Highline Public Schools #401
15675 Ambaum Boulevard S.W.
Seattle, WA 98166
(206) 433-2453

USOE JDRP Approval: 12/18/75
JDRP Number: 75-80

PROJECT: PROJECT I-C-E (Instruction-Curriculum-Environment)

• description

Project I-C-E is a K-12 curriculum and instruction program for environmental education. A conceptual framework provides structure for each grade level and subject area, and totally (K-12) to assist all staff to teach environmentally.

The major goal is to either lead students directly or subtly to awareness and appreciation of the vital issues and factors that shape environmental attitudes and values.

The suggested learning activities are designed to be integrated into regular study courses by substitution of content or activity, not by additional instructional matter. This is achieved through a supplementary episode design (mini-lesson) that includes the concept, subject area, and topic designation, and suggests several alternative student/class activities based on cognitive and affective objectives and necessary skills, and includes suggested reference and instructional resources for the teacher.

The program emphasizes use of the urban and natural community as an extension of and a reinforcement for classroom activities.

Project curriculum guides and model field activity units can be used by single teachers, groups of teachers, by building, or K-12 system, without regard for locale or circumstances.

No special equipment or facilities are needed and adoption/adaption by district/school is accomplished in a training program of three to five hours at the adoption site.

An adoption agreement with a district/school requires: (1) staff interest in environmental education; (2) acquisition of necessary environmental education materials for staff involved; (3) staff commitment to teach a minimum of three to six of the twelve concepts in the program; (4) local responsibility to monitor program implementation; and (5) evaluation feedback from teachers on "episodes" used via simple checklist rating forms.

• materials used

Project-developed materials include a series of 39 I-C-E environmental education guides for all grade levels and all major subject areas. In addition there are over 30 supplementary field activity models. A media catalog, project brochure, and strategy handbook To Catch A Falling Star provide teachers with resource references, background information, and implementation assistance. Project AV programs are used for training and the 12 major I-C-E environmental education concept categories.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Environmental Education K-12
Multidisciplinary & Integrated
Conceptual Framework
Urban/Natural Investigations

• target audience

K-12 teachers and students; all grades and major subject areas (excluding foreign language).

• financial requirement

Per-pupil adoption cost is 25-30¢ based on teacher material, with an average cost of $5 per teacher.

Arrangements must be made to defray travel and per diem expenses for awareness or training programs.

• program evaluation

An experimental evaluation design for grades 2, 5, and 8 showed significant student cognitive gains on 12 major environmental concepts. (Evaluation of grade 11 showed little change due to inadequate program implementation.) Teachers and parents noted that students became more aware and action-motivated toward various environmental issues.

• contact

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Project I-C-E
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USOE JDRP Approval: 5/14/75
JDRP Number: 75-39

PROJECT: PROJECT KARE (Knowledgeable Action to Restore Our Environment)

• description

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented, interdisciplinary activities. This approach has been adopted in over 200 Local Action Programs conducted in local schools throughout the country. The schools differ significantly in size, demography, and wealth. The programs focus on a variety of environmental problems including water pollution, community deterioration, and air contamination. Dealing with reality-based problems leads to cognitive development at awareness, transitional, and operational levels. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multischool cooperation develops, since environmental problems ignore socio-political demarcations. The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from three to eight classes at various grade levels cooperatively install the approach. In secondary schools, teachers of three or more disciplines are involved. The local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to work with students in planning and conducting environmental studies activities. Additionally, they should be willing to leave the school building with their students; coordinate community involvement; and be prepared to carry out curricular change on an incremental basis. Participation in an on-site three-day workshop provides teachers and administrators with requisite skills for installing the KARE approach.

• materials used

Project KARE has produced a series of 11 curriculum activities guides in environmental studies. Some titles include: water pollution; water pollution equipment; solid waste; birds, bugs, dogs, and weather; interdisciplinary environmental studies; electric power generation; special education needs; city streets; and the cemetery. Additionally, KARE has produced two 16mm, color/sound films: "Environmental Studies - The KARE Approach;" and "Urban Studies: Two Ways."

• services available

Awareness materials are available; visitors are welcome (during school year); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Environmental Education
Urban Studies
Interdisciplinary Process Education
Environmental Studies

• target audience

Students grades K-12; all ability levels.

• financial requirement

All costs for the three-day workshop conducted by KARE staff for 25-30 participants plus one return visitation are $3600. This figure includes travel expenses, preparation, KARE curriculum guides, and substitute salaries for participants. No additional expenditures by adopting schools are required. The KARE curriculum guides are available separately at $90 per set.

• program evaluation

During development, the KARE approach was evaluated by Eranda, Inc. using a comprehensive evaluation design. Six products are measured: general cognitive growth, localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Generally, students involved in KARE Local Action Programs achieved significant growth at .05 level.

• contact

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USOE JDRP Approval: 5/14/75
JDRP Number: 75-40

PROJECT: POLLUTION CONTROL EDUCATION CENTER PRIORITY ONE: ENVIRONMENT

• description

The Pollution Control Education Center's program, Priority One: Environment, is a 13-unit interdisciplinary environmental education program for grades 1-12. Values clarification and decision-making activities lead to high student involvement in seeking honest and practical solutions to problems of immediate concern to today's pupils. Each multimedia instructional unit contains comprehensive student and teacher materials. The elementary units cover air and water pollution, solid waste management, recycling, and conservation of ocean and land resources. Four secondary units - The Energy Challenge, Protecting Our Water Supplies, Air Pollution and Your Health, and Open Lands and Wildlife - are most often used in the science program. They have, however, been designed to be equally effective in social studies and health presentations. Schools interested in interdepartmental cooperative teaching will also find these units appropriate. Elementary materials have been published by Webster/McGraw-Hill. Secondary materials have been published by the Center.

The entire Priority One: Environment program can be implemented without special staff. Regular classroom teachers receive sufficient help from comprehensive teacher materials. Brief inservice training is helpful but not necessary.

The Pollution Control Education Program was originally approved for national dissemination in 1974 by the Joint Dissemination Review Panel. Since then, additional units for the primary grades and for junior high school were developed and were approved for dissemination by the panel on July 23, 1976. (JDRP Number: 76-93).

• materials used

Each of the 13 units is an independent instructional unit. Each can be adopted/adapted singly. All units contain filmstrips, overhead visuals, and cassette tapes as well as printed student and teacher materials. Experiment and demonstration materials, games, puzzles, dramatics activities, charts, flannel board pieces are included at appropriate grade levels.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Environmental Education
Science
Social Studies
Health Education

• target audience

Elementary: all grades.

Secondary: junior and senior high science, health, and social studies classes.

• financial requirement

Costs of units range from $60 to $135. Each kit contains complete instructional materials for 30 pupils. Suggested use of kits encourages multiclass use. Kits are durable, replacement materials minimal. Prorated costs figured over a four-year use span average 25¢ per pupil.

• program evaluation

Each kit has been carefully field tested with a pre-posttest design and use of control groups. Test instruments yielded high levels of validity and reliability. Evaluation data show significant increased mastery of program content. Pupils learn new concepts that become part of their out-of-school experiences.

• contact

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USOE JDRP Approval: 9/18/74
JDRP Number: 74-94

PROJECT: TOPEKA OUTDOOR-ENVIRONMENTAL EDUCATION PROJECT

• description

This project seeks to create in students an emotional and intellectual appreciation of humanity's role in its environment. Curricula are built around three topics: planning for increased population, pollution, and balance of nature. All curricula include behavioral objectives, classroom activities, and a field trip. Programs include the following objectives: (1) show how humanity influences the balance of nature in both positive and negative ways; (2) develop understanding of why and how economics influence our interaction with nature; (3) instruct and engage in actions that lead to wiser use and conservation of natural resources; (4) help determine effective and constructive methods of working for positive environmental actions by all groups; and (5) develop a knowledge of ecological interactions and implications. Special education units are taught by regular classroom teachers supported by project staff who provide leadership and transportation for all field trips. Community volunteers and paraprofessionals were trained to help lead small groups for field trips.

(This project is now operating in the Topeka schools, but queries should be directed to Glenn Clarkson or Bob King, two original staff members now with the Nebraska State Facilitator Office, at the address below.)

• materials used

Eleven units are available for special education students, five for elementary students, and seven for junior and senior high students.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Environmental Education
Ecology
Decision Making
Special Education

• target audience

Students grades K-12 including special education students.

• financial requirement

Single copies of the units are available for a $2.50 per unit handling fee. Adopters are encouraged to duplicate materials.

• program evaluation

The Topeka Outdoor-Environmental Education Project was written, organized, and implemented to meet the needs and demands for accountability. Objectives were measured by the project's evaluator. Project evaluation supplied reliable information upon which decisions were based regarding operation of project, and scope and extent of local funding.

• contact

Glenn Clarkson
Topeka Outdoor-Environmental
Education Project
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USOE JDRP Approval: 5/6/75
JDRP Number: 75-15

ORGANIZATIONAL ARRANGEMENTS/TRAINING/ADMINISTRATION

PROJECT: ADULT PERFORMANCE LEVEL STUDY (APL).

• description

APL is a research project designed to identify and assess adult functional competency (literacy). Over a four-year period, 65 performance-based objectives reflecting important skills and knowledge necessary for adequate survival in today's U.S. society were delineated. Criterion-referenced test items were used to assess actual adult performance levels (not grade levels) on national samples representative of general U.S. English-speaking population. In terms of results, about 20% of the population function with difficulty, 30% are functionally competent but not proficient, and 50% are proficient. Competency-based instructional guidelines focusing on survival or coping skills in occupational knowledge, consumer economics, community resources, health, and government and law. No special staff necessary for using tests or instructional guidelines in classroom.

• materials used

Test materials are available on a commercial basis from Dr. Thomas Mann, American College Testing, Iowa City, IA 52240, (319) 356-3760. Materials provided by project include performance objectives, a bibliography of materials relating to teaching those objectives, and assessment results.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Basic Skills
Adult Functional Competency
National Literacy
Adult Education

• target audience

Assessment items for high school students and general English-speaking population over 18. Supplementary instructional guidelines for undereducated adults (below 12th grade).

• financial requirement

Cost of consumable test booklets not available. Cost of APL objectives and bibliography minimal. Teacher training packet negotiable.

• program evaluation

Items developed from APL objectives were field tested on random samples of adults over 18 in the U.S. Five such surveys were conducted. Objectives were obtained through interviews with business, industrial, and educational personnel, prospective employers, and target audience; expert opinion; and literature research.

• contact

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Division of Extension
Bureau of Adult, Industrial,
and Business Training
University of Texas at Austin
Austin, TX 78712
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USOE JDRP Approval: 3/25/75
JDRP Number: 75-13

PROJECT: COMMUNITY PLANNING COUNCIL ON EDUCATIONAL ALTERNATIVES (CPCEA)

• description

The Community Planning Council on Educational Alternatives (CPCEA), made up of citywide representatives of parents, students, teachers, and administrators, is prepared to advise and support the implementation of suitable educational options at every level and in every context of the school system. Its broad goals are: (1) to enlarge the commitment and influence of the community in the education of their children and youth through development of a pluralistic system of education; and (2) to firmly establish schools of choice, including schools within schools, in the community as a sensible and purposeful first step in this developmental process.

CPCEA is a process whereby parents, students, teachers, and administrators participate in decision-making and collecting and disseminating information on educational alternatives and/or options.

(This project in combination with High School in the Community (HSC) passed the Joint Dissemination Review Panel as one project.)

• materials used

No instructional materials are required for this project; however, CPCEA has made extensive use of audio and videotape recorders, community attitude surveys, newsletters, and speaker's bureau.

• services available

Awareness materials are available; visitors are welcome (two weeks notice); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs; CPCEA staff prefer to conduct training off-site); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Parent & Community Involvement
Planning Models
School of Choice - Options

• target audience

Parents, teachers, students, school administrators, and other members of the community at large (public and nonpublic).

• financial requirement

Operational costs will vary between 75¢ and $1 per pupil. This includes the cost of hiring one person as an assistant or coordinator.

• program evaluation

Evidence of effectiveness has been derived from five years of formal evaluation of product and managerial process objectives, by Educational Research Service and Systems Evaluation Research Associates.

• contact

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or
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CPCEA
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USOE JDRP Approval: 5/15/75
JDRP Number: 75-45

PROJECT: DEMONSTRATION EVALUATION CENTER (CAM)

• description

The Evaluation Center has established an instructional management system to provide relevant data for use by teachers. Three major components have been developed. First, the Evaluation Center has developed techniques to assist teachers in developing objectives and related test materials. Second, the Evaluation Center modified and totally revised a computer-based achievement monitoring system (CAM) used to monitor student performance on specified objectives. Over 300 classrooms (K-12) are using the system. Subject matter includes math, science, social studies, English, reading, and music. Third, the Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. The program is most successful when teachers are committed to objective-based instruction.

• materials used

A variety of computer installations has been used. Objectives and related items are available at printing cost. Technical and teacher user manuals have been developed.

• services available

Awareness materials are available; uncertain whether can handle visitors; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Evaluation
Instructional Management
Criterion-Referenced Testing
Objective-Referenced Instruction

• target audience

Primary audience has been all teachers, parents, and students, grades 4-12; but some utilization has occurred in grades 1-3.

• financial requirement

Estimated installation costs: $2000 - $10,000 depending on available data-processing facilities. Estimated ongoing costs: $5 per pupil, per year.

• program evaluation

Positive results have been seen in three major areas of evaluation: (1) Student accomplishments in several subject areas showed significant improvement when contrasted with control groups. (2) Both student and teacher attitudes toward CAM-style instruction were significantly positive after use of the program. (3) External evaluation of CAM confirmed the program's significant effects.

• contact

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USOE JDRP Approval: 5/6/75
JDRP Number: 75-14

PROJECT: DISSEMINATING COMPUTER-BASED PLANNING RESOURCES THROUGH PROJECT SIMU-SCHOOL: The Dallas Component

• description

Project SIMU-School has developed and disseminated a series of planning models drawing from operations research and other disciplines. The family of models can be utilized individually or linked together as a total educational planning package. Present models include: (1) Faculty Projection Model - predicts on a year-to-year basis the number and cost of teachers starting, terminating, and remaining; (2) Enrollment and Facilities Projection Model - projects school and districtwide enrollment, determines facility needs, and provides comparative reports; (3) Financial Project Model - predicts personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, and related financial data.

• materials used

Implementors are provided with a copy of the source computer program of model(s) and a model user-guide which includes a descriptive overview of model(s).

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff pays their own costs); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Administrative Projections
Computerized Planning Models
Decision-Making Resource
Forecasting - Enrollment,
Faculty, Finance

• target audience

School administrators, regional education agency directors, colleges of education, and educational computing consortia wishing to supply computerized planning assistance to local education agencies.

• financial requirement

No direct cost for software provided by the project; direct cost for technical consultant is individually negotiated. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model(s).

• program evaluation

These criteria are suggested for model evaluation relative to actual application: flexibility - increased comprehensiveness - increased variety of alternatives; speed - reduced time in managing a larger volume of data. This type of evaluation is included in the design and implementation of initial model used by adopter.

• contact

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USOE JDRP Approval: 6/6/74
JDRP Number: 74-77

PROJECT: ECOS TRAINING INSTITUTE (ETI)

• description

The ECOS Training Institute offers three-day workshops in a process of curriculum design. This curriculum design process has infusion as its core. The ETI process has proven effective on a national level in assisting diverse local school districts to meet their educational priorities (e.g., environmental education, career education, etc.).

Participants will be actively engaged in curriculum design, stewardship, and community-classroom interaction.

The program adapts to any teaching style because the teacher uses her/his existing program to involve students in environmental (or career) studies and activities.

One-day workshops in educational change or community-school interaction are also available.

General Criteria: Teams of three to eight teachers and one administrator from one school plant will be trained to plan a curriculum and implement the program. Prior to training, the superintendent must complete a district profile and sign a letter of agreement which provides that: (1) workshop participants will have planning time to meet as group, if they wish, for a period of nine months after the workshop; (2) workshop participants will present an awareness program to colleagues, Board of Education, and community members. ETI encourages educators to include community representatives on workshop team.

Facilities/Installation: Space found in most schools will be adequate. Some equipment may be necessary if the district elects to become involved with environmental monitoring. Use of existing equipment, facilities, school grounds, and local community is built into the program.

Training: Attendance at a three-day workshop is essential to understanding the ECOS process. Follow-up by ETI staff is offered.

• materials used

Infusion handbook, community handbook, and change handbook. K-12 curriculum materials in environmental education are available to participants as a resource.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Curriculum Development Process
Teacher Training
Interdisciplinary
Community Interaction

• target audience

Grades K-12, teachers, administrators, community representatives. Participants will develop curriculum guides for any subject.

• financial requirement

No charge for training or materials. Cost to district depends on whether it elects to implement environmental monitoring programs.

• program evaluation

Using attitudinal tests developed by project evaluators, middle and high school students from suburban and rural backgrounds reflected a high degree of environmental awareness when compared to similar students whose teachers were not trained by ECOS. Cognitive tests showed no loss of learning for students participating in environmental programs.

• contact

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USOE JDRP Approval: 5/14-15/74
JDRP Number: 74-59

PROJECT: INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

• description

IRIP aims to raise reading achievement by upgrading teacher skills in reading instruction in elementary school. IRIP trains one teacher from each participating school to serve as a reading resource teacher by releasing that person from regular classroom duties and providing 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing includes citywide coordinator, language arts consultant, area reading resource teachers, school reading resource teachers, and classroom teachers.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Currently, 21 teacher-training units, written especially for IRIP, are used for the 60-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. User schools will be given permission to reproduce copyrighted materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must pay material costs); no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Teacher Training
Continuous Progress
Diagnostic/Prescriptive
Parent & Community Involvement

• target audience

Elementary teachers serving grades K-8.

• financial requirement

Cost is dependent on the number of reading resource teachers freed from classroom responsibilities to conduct inservice training for other classroom teachers, and type of reproduction used for teacher-training units.

• program evaluation

An Inventory of Teacher Knowledge of Reading was administered to participating teachers. Student performance was measured by pretest and posttest administration of a norm-referenced test. The project was validated over a four-year period in 207 sites with approximately 7,000 teachers and 250,000 learners.

• contact

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USOE JDRP Approval: 4/29/74
JDRP Number: 74-27

PROJECT: LEARNCYCLE

• description

Learncycle teaches behavior modification techniques for use in classrooms. Some major goals of the program include: increasing students task behavior, increasing frequency of teacher attention to positive student behavior, and ensuring teachers' knowledge of basic concepts of contingency management. The inservice course uses lectures, role-playing activities, videotaping of simulations, and task grouping plus weekend workshops and observation of a model classroom. Teachers devise intervention strategies in these meetings which they then try out in their own classrooms. Twice weekly in-class observations are conducted to provide feedback data to teachers as part of the training program. In developing a training program for teachers, project staff borrowed from the work of Becker and his associates at the University of Illinois.

• materials used

An implementation manual, Learncycle: An Encyclopedia of Behavior Construction is available upon request.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (staff expenses absorbed by project for a limited number of in-state projects); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Handicapped Children
Teacher Training/Inservice Training
Basic Skills
Contingency Management

• target audience

Teachers working with handicapped youngsters, grades K-12.

• financial requirement

Costs include inservice training and materials. Inservice can be completed in 8-12 weekly sessions of one and one-half hours each.

• program evaluation

Significant gains were demonstrated on all program goals. Contact New Jersey State Department of Education for full evaluation report.

• contact

Barbara Pentre or
Hilde Weisert, Co-Directors
Learncycle
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Of Education, Project Center
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USOE JDRP Approval: 5/24/74
JDRP Number: 74-53

PROJECT: LEARNING EXPERIENCE MODULE (LEM)

• description

Project LEM is an educational plan for open space schools. It was originally designed to eliminate overcrowding in an old school, develop positive community-school interaction, increase parent involvement, improve staff skills in instructional techniques, and raise students' reading and mathematical achievement scores. The LEM design removed classroom walls to create large open spaces that provided for a variety of instruction modes for more students. Each LEM spans two grade levels. Team teaching and differentiated staffing allow teachers to specialize in subject matter areas and to prepare and/or teach lessons in other areas. Multiage student groups are organized around skill topics. Students rotate among groups. Flexible scheduling lets teachers work closely with small groups of students on a variety of topics and also allows them to develop and teach one subject in depth. Students with common skills needs are grouped homogeneously for reading, language arts, and mathematics. They are heterogeneously grouped for social studies, science, art and music, and physical education. Teacher-student ratio is one teacher per 26 students, and one aide per LEM unit.

A diversified instructional program is used which utilizes a combination of individualized approaches that vary according to teacher or student selection of learning objectives and instructional methods. A diagnostic descriptive teaching methodology is used.

• materials used

Project LEM resource manual and Project LEM training guide. Filmstrips: Overview of Project LEM; Organization & Curriculum of Project LEM. LEM brochures: Overview of Project LEM; Environment & Space Utilization; Organization & Curriculum; Home/School Interaction.

• services available

Awareness materials are available; visitors are welcome (Tuesdays); training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Open Education
Nongraded
Affective Education
Team Teaching

• target audience

Elementary school students.

• financial requirement

All expenses - transportation, consulting fees, and adopting costs must be assumed by adopting districts.

• program evaluation

Increased student levels of achievement in reading and math. Teachers' ability to diagnose needs and prescribe appropriate activities increased. Well-developed team skills evidenced.

• contact

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USOE JDRP Approval: 4/9/73
JDRP Number: 40

PROJECT: PROJECT MANAGEMENT BASIC PRINCIPLES AND TECHNIQUES

• description

Project Management Basic Principles and Techniques is a training product that teaches school district staffs to manage educational projects so as to assure attainment of project objectives within time, cost, and performance constraints. Specific areas covered by the product are: defining the project goals, developing the project work breakdown and work flow diagram, preparing time estimates, estimating and scheduling resources, developing the project budget, planning project "start-up," developing a project information system and a procedures handbook, monitoring project operations, project problem-solving through management action, implementing changes in project operations, and developing project termination plan.

For each lesson the user may view filmstrips, read content script, listen to tape, or a combination of these. The product provides a mixture of individual and group activities. Each lesson can be easily modified to apply to a wide range of school district projects or program activities. The self-contained material requires no specially trained individual for use. Lessons are grouped into four phases according to the lifespan of a project and usually are studied sequentially. The material is quite flexible and adaptable to varied school district training patterns.

• materials used

Two loose-leaf notebooks divided into 12 lessons. A third notebook is a case simulation. Also 12 filmstrips and 12 synchronized cassettes. Notebooks include manual to guide self-study and case simulation role-play, and practice of knowledge and skills. Also user management instructions, learning objectives, exercises, self-assessment instruments, etc.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Staff Development
Project Management
Planning
Decision-Making

• target audience

School personnel managing an improvement project will find the product useful. Includes central office staff, building principals, and experienced teachers.

• financial requirement

One set of notebooks needed for each user at $20. Only one set of optional filmstrips and tapes for group or class of users is recommended at $60. If these optional audiovisual items are used, then a cassette tape recorder, a filmstrip projector, and viewing screen are needed.

• program evaluation

The project increases the ability of project managers in local school districts to perform project management tasks during each phase of the management process. These tasks involve project planning, preparation, operations, and termination. This claim is based on a summative evaluation conducted during 1973 involving several school districts in different states.

• contact

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USOE JDRP Approval: 5/14/75
JDRP Number: 75-44

PROJECT: POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

• description

The purpose of the PASS program is to provide intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students. Major activities of the PASS program include: individual and group consultations that assist school faculties in developing techniques for dealing effectively with teen-age students; affective education and personal development programs for students and teachers; time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations, and counseling for their parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

(Child Study Center [CSC] and Development Play [DP] are affiliate projects of the Pupil Personnel Services Demonstration Project.)

• materials used

Program adopters will be provided a list of recommended materials for time-out rooms, humanistic activities for the classroom, staff development, and group counseling. Also, a program product, Positive Alternatives to Student Suspensions: Process and Content, should be used by adopters. Anticipated printing cost $2.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized). Demonstrations scheduled two days per month; more on request. Adopters encouraged to combine visit with training program. Two-day training scheduled bimonthly at project; each session accommodates approximately 20. Follow-up training provided.

• descriptors

Affective Education/Personal Development
Teacher Training
Values Clarification
Group Counseling

• target audience

Since many of the intervention strategies have a preventive focus, a cross-section of students and personnel in project secondary schools are target participants.

• financial requirement

Since use of additional equipment and materials is minimal, per learner, start-up costs for a three-year program would be about 40¢. Operational costs include salaries for a school psychologist and social worker for each five schools and a time-out room worker for each school. Per learner monthly operational costs will vary from $1.20 to $2.00 depending on whether a paraprofessional is used in the time-out rooms.

• program evaluation

Student suspensions in project schools decreased by about 30% while in comparison schools they increased 10%.

• contact

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USOE JDRP Approval: 12/6/74
JDRP Number: 74-116

PROJECT: POSITIVE ATTITUDE TOWARD LEARNING (PATL)

• description

Project PATL is a performance-based inservice training program designed to improve student attitudes about school by changing teacher behavior. An improvement in student attitude toward school, self, and others leads to improvement in the rate of cognitive growth. Teacher change is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

Teacher training kits teach specific skills in four complementary areas: (1) active involvement, (2) processes of learning, (3) individualized instruction, and (4) improved self-concept.

Each of the teacher training kits is designed to provide teachers with performance-based objectives, numerous learning activities to assist them in reaching the objectives, and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher a choice among various media, small-group or individual sessions, and taping or live observation. Immediate feedback to the teacher is an essential component of the program.

• materials used

Teacher training kits are provided by the program. Other materials such as books and films are available commercially.

• services available

Awareness materials are available; visitors are welcome (every second week of the month); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Performance-based
Teacher Inservice Education
Improved Student Self-Concept

• target audience

Students, K-12 with a less than positive view of self and/or learning.

• financial requirement

Start up costs: $500 plus $10 for each teacher to be trained. Operation costs consist of salaries for inservice specialists and/or kit advisors.

• program evaluation

(1) Pre/Post Self-Concept Inventory.
(2) Pre/Post Reading Comprehension Test.
(3) Pre/Post Teacher Attitude Inventory.

• contact

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USOE JDRP Approval: 5/16/75
JDRP Number: 75-26

PROJECT: PROJECT SUCCESS ENVIRONMENT: A CONTINGENCY MANAGEMENT APPROACH TO CLASSROOM IMPROVEMENT

• description

This program is a contingency management program that emphasizes and rewards the successful social and academic behaviors of children while ignoring their unsuccessful behaviors. A system of administering social, token, and activity reinforcers to 25 to 30 pupils has been developed. Children were surveyed to determine the rewards they like. Classrooms are modified by arranging desks into three groups according to skill level and learning centers are placed around the walls of the room. A teacher training program has been developed that places equal emphasis upon a theoretical understanding of contingency management principles and monitored practice in applying these principles in the classroom. The program itself and teacher training program have been modified to reduce costs of implementation.

Adoption Criteria: In order to maintain enthusiasm the principal does the following: (1) spends at least 50% of his/her time monitoring and providing feedback to teachers; (2) holds monthly meetings with teachers in reference to the technique; (3) meets with students every other month to check on effectiveness of back-up reinforcement system; and (4) works with the teacher to prepare a corrective procedure if ignoring disruptive behavior and time-out does not work.

The teacher: (1) uses verbal praise and appropriate reinforcers to reinforce students' behavior; (2) assists in setting up an activity space for back-up reinforcers; (3) sets up a "success classroom" and designates time for small-group or individual instruction, for the learning centers, and for independent activities; (4) is consistent in praising pupils for good behavior and academic achievement, and ignoring disruptive behavior; and (5) uses the reinforcement chart as an indicator for distribution of reinforcement administered.

The pupils: (1) should exhibit 75% of their class time as on-task behavior; (2) should be motivated by the reinforcement system to the extent of eagerness to earn checks; and (3) should be able to explain the system (understanding how and what earns tokens).

• materials used

Workshop training includes readings and a training manual that describes all aspects of the contingency management program. Included are materials on classroom rules, reinforcement system, and learning centers along with instructions on how to set up a "success classroom."

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Contingency Management Program
Modifying Disruptive Behavior
Rewarding Successful Behavior
Group Classroom Arrangement

• target audience

Students grades 1-12.

• financial requirement

Start-up cost per pupil will be approximately $1.25. This includes a two-day training session and materials for the adopter. It does not include transportation to our training site or room and board. After the first year costs will be reduced to about 50¢.

• program evaluation

In comparison with the control group the project group showed significant gains with respect to: increased frequency of teacher reinforcement, decreased frequency of teacher punishment, decreased frequency of student disruptions, increased frequency of student time on task, gain in reading and arithmetic achievement.

• contact

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 5

READING/LANGUAGE ARTS/MATH

PROJECT: A CHANCE FOR EVERY CHILD

• description

Project A Chance For Every Child involves a team approach to solving the problems of low-achieving students within the confines of the regular classroom. Reading specialists work with classroom teachers and principals in both the selection and development of a sequential program for selected students.

The project's unique success cycle is due to the following eight factors:

(1) Classroom teacher retains instructional responsibility;
(2) Continual ongoing classroom teacher-consultant dialogue;
(3) Teacher skills, managerial and instructional, are upgraded;
(4) Student is provided with instruction at his/her individual level;
(5) High interest materials and student recognition are effective motivators;
(6) Teacher and student attitudes change gradually;
(7) High morale is maintained for teachers and students; and
(8) Achievement, self-confidence, and motivation continue to grow.

• materials used

An eclectic approach encourages the use of a wide variety of materials and techniques. The emphasis is on teaching skills, rather than on teaching books. Skill builders, kits, tapes, worksheets, games, charts, programmed readers, supplementary readers, paperbacks, etc., all are used. From our experience we believe that success results from teacher motivation and techniques rather than use of specific materials. A catalog of skills matched to appropriate commercial materials has been developed.

• services available

Awareness materials are available (available October 1, 1976); visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Team Approach
Teacher-Consultant Dialogue
Problem Solving
Regular Classroom Setting

ESEA Title I

• target audience

Grade 1-6; students experiencing moderate to severe difficulties in reading.

• financial requirement

Initial costs for materials and equipment varied from $2000 to $3000 per building. Pre- and posttesting average approximately 40¢ per child. The largest single item in the budget is for personnel. Due to regional variations this is subject to great fluctuation. Average per building cost for a reading consultant in Van Dyke is $15,708.

• program evaluation

Weekly assessment of students' progress by the teacher and reading consultant. Alternate forms of the Gates-MacGinitie Reading Test used for pre- and posttesting. Average per month gains computed for class, grade, and school. Percentages calculated for students making 0 gain to those making 1.5 GEU gains in one year. During the past three years 52% of students made gains of 1.5 or greater.

• contact

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USOE JDRP Approval: 7/1/76
JDRP Number: 76-89

PROJECT: ALPHAPHONICS READING READINESS TRAINING PROGRAM

• description

ALPHAPHONICS is a success-oriented program that provides total reading readiness experiences for preschool, kindergarten, and primary grades. The philosophy of the success-oriented program is two-fold: (1) learning basic readiness skills, and (2) developing positive academic self-image.

High motivation is maintained throughout the lessons by the use of Astro, an invisible imaginary friend from outer space. The teacher fills his/her "Astro Bag" with food reinforcements and badges, and the children believe that Astro rewards them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration. In this way the children readily identify with him.

The program has been successfully used with a wide cross-section of income levels. Bilingual children use the program with great success. The "structured flexibility" format makes the program equally successful with learning disability children. The children begin with an individualized reading program and continue with enrichment activities.

The program can be implemented without special staff. Although training is highly recommended, teachers can initiate the program by studying the manual and receive training after the program has begun. ALPHAPHONICS is used as a text with other related materials for the California Instructional Television Consortium course, "What Do You Expect?" The televised college credit course is for teachers, parents, and aides. These 13 half-hour tapes are available to districts for training through purchase and/or rental. Audiovisual presentation is available from National Audio-Visual Laboratory in Washington, D.C.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs in the nation.)

• materials used

ALPHAPHONICS book includes 157 children's worksheets, badges, pre- and posttest, and a detailed teachers' manual. Astro Bag included with book. Also available: Astro Doll - A colorful, large doll which can add much to each lesson. Includes pennant, glasses, removable ears, and complete set of capital and lower case felt letters. Carefully constructed. Washable.

ALPHAPHONICS One To One - A useful booklet for parents and aides. Includes suggestions for use and additional helpful ideas. Write or call: ALPHAPHONICS, Box 2024, San Mateo, CA 94401, (415) 344-3147, (415) 574-4824.

• services available

Awareness material are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Childhood Education
Reading-Language Arts
Special/Learning Disability
English as Second Language

• target audience

Pupils at all ability levels in preschool, kindergarten, and primary grades.

• financial requirement

ALPHAPHONICS book (and Astro's bag) $29.95 per classroom (no replacement costs). Also available (not required) Astro Bag replacements, $1.00. Astro Doll, $29.95. ALPHAPHONICS One to One, $2.00.

Training expenses are travel costs to project site, or developer's travel expenses to adopter site.

• program evaluation

The program was measured by standarized tests of reading readiness and reading achievement administered yearly. ALPHAPHONICS group scored significantly higher than control groups at end of kindergarten and grades 1, 2, and 3. Details of study available from project site.

• contact

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USOE JDRP Approval: 2/26/74
JDRP Number: 74-15

PROJECT: ANDOVER'S INDIVIDUALIZED READING SYSTEM (AIRS)

• description

AIRS provides individualized skills instruction through lesson sheets keyed to diagnostic pretests, to help elementary pupils master basic reading skills. The emphasis is on phonetics and word recognition in beginning reading, but the program also emphasizes word meaning and comprehension starting from the end of grade 1. This supports the second major goal of the program, which is to foster enjoyment of literature. Beyond the beginning reading level, at least half the reading period is spent reading and discussing trade books and literature skills. Instruction begins with a pretest which is analyzed by the teacher who records results and prescribes specific programmed lessons. Programmed lessons are keyed to a complete hierarchy of skills based on behavioral objectives and packages as the "Andover Skills Bank." Posttests used to evaluate growth are included for each skill. Students spend eight to ten hours a week on language arts.

• materials used

A wide variety of reading materials is used.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Reading

• target audience

Pupils grades 1-6.

• financial requirement

A publisher estimated the cost of the Skills Bank at $840 for a class of 30 to be prorated over three years. The cost of 90 hardbound trade books was estimated at $360; these would also be expected to last three years or more.

• program evaluation

Comparisons were made for each grade in the areas of word study skills, paragraph and word meaning with national norms and Andover norms for the two years prior to implementation of the program. The program produced mean gains in grades 1-6, in each of two fundamental reading skills, of at least a one-half standard deviation over district expectancies.

• contact

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USOE JDRP Approval: 4/29/74
JDRP Number: 74-25

PROJECT: ARLINGTON'S TITLE I PROGRAM

• description

A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-6 grade children whose needs require a supplementary learning experience beyond that which regular school programs provide. In addition, this program works to increase parental involvement, thus fostering collaboration and understanding between school and home life. Participating students come to a center for 30-40 minute periods for three to five days per week, depending on age and need. The centers appear informal and are run on a workshop basis whereby individual progress and small-group activity can flourish simultaneously. Students are seen on a one-to-one basis if their needs indicate, but the majority of children are seen in small groups (up to five) to encourage collaborative learning and interaction. A two-week planning and brain-storming session precedes each regular year program. Regular and inservice sessions usually occur two afternoons per month when all students are released early.

• materials used

A wide variety of materials are used including phonetic and programmed readers, reading games and materials, multisensory activities, creative writing, movement, pantomime activities, and developmentally-based math materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site; no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Reading
Language
Mathematics

ESEA Title I

• target audience

Students K-6 for whom a supplementary learning experience best meets their academic needs.

• financial requirement

Per pupil costs for the 1972-73 program were $493 (based on 205 students).

• program evaluation

Test results from the Stanford Achievement Tests show that the project exceeded its goal of a mean gain of at least one month per month of instruction.

• contact

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USOE JDRP Approval: 12/16/74
JDRP Number: 74-121

PROJECT: BASIC SKILLS IN READING (BASK)

• description

The BASK curriculum is targeted to basic reading skills - readiness, phonics, structural analysis, comprehension, and study reference skills. A school committee chose terminal and enabling objectives in basic skills. Each child in the program receives 150 minutes of instruction weekly, 30 minutes daily, working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily in the child's familiar school setting. Frequent diagnosis and flexible prescriptive teaching insure pupil experiences of success. Pupils evidencing possible learning disabilities are referred for testing and programming if needed. Target pupils are remedial, but the format can be applied to all levels and revised objectives are available.

Computerized information retrieval for diagnosis and prescription was used. The computer also processed progress reports for parents and school staff. Staff are able to respond to inquires from interested educators.

• materials used

Approximately 65% of the materials used were made from materials available at the BASK Resource Center. Commercially available materials comprise the remainder.

• services available

Awareness materials are available; visitors are welcome (late October through April); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Basic Reading Skills
Criterion-referenced
Computerized Reporting
Grades 1-4 Remedial

ESEA Title I

• target audience

Students in grades 1-4.

• financial requirement

Cost per pupil ran $439.89. Replication cost information not available.

• program evaluation

The average growth in the program was 14 months' growth for 6 months' instruction or 2.3 months' growth for each month's instruction. All 1st grade students were pre- and posttested with a Metropolitan Readiness Test. The average raw score of pupils on the pretest was 25 or its equivalent of "D" ranking. The posttest results placed the average pupil at 65 or its grade equivalent of a "B". Financial and evaluation data were collected in 1974-75.

• contact

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USOE JDRP Approval: 9/11/75
JDRP Number: 75-68

PROJECT: PROJECT CATCH-UP

• description

Project Catch-up is a laboratory program designed to provide remedial instruction to improve achievement in reading and math skills of children who test in the lowest quartile in these areas.

Classroom and laboratory teachers work closely together to identify program participants and to formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of criterion-referenced testing. They select materials and methods to meet the child's needs from a wide variety of resources available in the laboratory. Each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

Project Catch-Up is operating as a funded Developer/Demonstrator.

(This project has been described in a Project Information Package.)

• materials used

A wide variety of easily available instructional materials and equipment selected by project teachers is available in the laboratory. However, it has been found that results can be achieved with limited resources, if a diagnostic prescriptive method is used in a success-oriented environment.

• services available

Awareness materials are available; visitors are welcome (Friday through Saturday, two-day schedule preferred); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

A Laboratory Project
Diagnostic/Prescriptive
Individualized Instruction
Reading & Math

ESEA Title I

• target audience

Lowest quartile.

• financial requirement

Exclusive of equipping a laboratory, the costs of maintaining the program consist of the time of the professionals and assistants who offer individualized instruction, instructional materials, and testing materials, which average $5 per child. These costs in California average $350 per child.

• program evaluation

The median Project Catch-Up student at each grade level over the past five years has progressed at the rate of 1.5 months in reading skills for each month spent in the program, and has almost reached that rate of gain in the acquisition of math skills according to pre- and post-testing evaluation data. Transiency: family movement of Title I students is measurably less that of other families in the school.

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 34

PROJECT: PROJECT CATCH UP - KEEP UP

• description

This project was developed to raise substantially the reading level of children in a mobile school population district. Children who score two or more years below grade level on Gates-MacGinitie tests are identified for this program of special reading centers or Labs. No more than 30 children are with a teacher at one time while Lab classes vary in size from one to six children with specialists available to individualize instruction. Staff development training is provided in limited circumstances for enhancing classroom teacher skills in reading instruction. Reading deficits are identified through careful diagnosis. A multimedia approach is utilized to motivate the children. Consistent regular evaluation followed by program modification when change is necessary is an important part of the program.

(A Project Information Package is now being developed on this project.)

• materials used

A wide variety of multimedia materials are used.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Remedial Reading
Diagnostic/Prescriptive
Staff Development

ESEA Title I

• target audience

Students grades 5-8 reading two or more below grade level.

• financial requirement

Cost for 225 pupils for the 1975-76 school year is budgeted at approximately $370 per pupil.

• program evaluation

Due to the high mobility of the student population, statistics were only compiled on those students in the project more than three months. Data show that most students who participated in the project made significant gains in their reading ability as assessed by the Gates-MacGinitie instrument.

Financial and evaluation data were collected in 1974-75.

• contact

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USOE JDRP Approval: 12/16/74
JDRP Number: 74-120

PROJECT: CLASSROOM INTERVENTION: INDIVIDUALIZED BASIC SKILL READING PROGRAM

• description

This project has developed and implemented an individualized reading program to increase the basic skill reading achievement levels of inner-city students. Each student is individually assessed and placed at a level where he/she can function effectively with the curricular materials being used. The student's progress is continuously measured and his/her successes are immediately reinforced. The program takes place within the regular classroom utilizing any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. This program, according to the validators, provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instruction strategies from one grade level to another. The validators judged the program to be inexpensive to implement and highly motivating for participating students due to its use of contracts, self-correctional procedures, and the built-in success factors of the program.

The Classroom Intervention project has three major objectives: to implement the basic skills individualized reading procedure and attain (1) a year's growth per year in regular inner-city classrooms; (2) a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; (3) develop and implement an intervention center classroom to provide supplementary reading services functionally related to each student's regular reading program so that underachievers acquire reading skills at a rate of 1.0 gain per year.

• materials used

Four basal reading series are used: Ginn 360 series, Lippincott series (1968), Sullivan Associates programmed readers, and Plus-Four booster series. Ginn 360 and the Lippincott series have been primary choices, since they are more commonly available and offer a wider breadth of skills and range.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Disadvantaged Schools
Individualized Instruction
Uses Existing Curriculum
Student Motivation

• target audience

Pupils grades 1-6. Although developed for disadvantaged student population, this program can be used for any comprehensive elementary school reading program.

• financial requirement

Three major costs are: (1) Curricular material costs can run as high as $11.03 per student if no basal reading series are available; (2) Aide time during reading ran $32.70 per student in Seattle; (3) Most of the curricular cost is a first year start-up cost. Program maintenance is approximately $5.00 per student.

• program evaluation

The project was highly successful with regular students. They more than doubled their average reading gain and, in fact, the 190 project students averaged 1.29 year's growth via a pre/post Metropolitan Achievement Test. Similarily, 63.68% of 121 students gained a year or more growth in reading. The special education students across two project years averaged 1.09 year's growth. The resource room, serving severely disadvantaged readers, produced 1.35 year's gain per student.

• contact

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USOE JDRP Approval: 11/10/75
JDRP Number: 75-77

PROJECT: CLASSROOM TEAM APPROACH PROJECT

• description

The team approach project in language arts is conducted in regular classrooms and includes instructional activities in reading skills, language development, creative writing, communication skills, and recreational reading. Pupils are cross-age groups in regular classrooms with 24 Title I children served in each 60-80 minute language arts period. Each classroom has three or four subgroups of six-eight pupils each. During the period, each pupil receives 20 minutes of regular reading instruction from the participating classroom teacher, 20 minutes of supplementary instruction from the Title I reading teacher, and 20 minutes of reinforcement activities from the aide. Eighty-minute regroupings include 20 minutes of instruction from the Title I communications teacher. The Title I teachers plan and conduct instructional activities relevant to the objectives of the regular language arts curriculum, utilizing instructional techniques which accommodate pupils' learning styles. A behavior model is incorporated into the instructional rationale, to increase attention span, facilitate appropriate behaviors, develop oral and written self-expression, and improve self-esteem. In addition to standarized pre- and postreading test evaluation, pupils are assessed with periodic criterion-referenced tests, a concrete-abstract language rating scale, and an attitude rating scale.

• materials used

Regular classroom language arts materials are modified and supplemented with: (1) teacher-made games, kits, and transparencies, and (2) commercially produced language arts materials from various publishers.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site; no training is conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Reading Skills
Language Arts
Communication Skills
Recreation Reading

ESEA Title I

• target audience

Pupils in grades 1-6 scoring in lowest quartile in reading achievement.

• financial requirement

Per pupil cost was approximately $320 in 1974-75.

• program evaluation

The Metropolitan Reading Achievement Test was administered to all students in the middle of September and again in May. The results, in all six grade levels, show slightly over 76% of the students made an average gain of one stanine or more. Across all grade levels at least one month of gain for every month of instruction has been reported.

• contact

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USOE JDRP Approval: 12/16/74
JDRP Number: 74-122

PROJECT: CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

• description

The Conceptually Oriented Mathematics Program is a management program that is both diagnostic and prescriptive. It is designed to meet individual needs through small-group instruction. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. The inclusion of Step Z in a level provides for horizontal enrichment.

The program was not designed as an independent study program. It attempts to meet a student's individual needs by placing him in an appropriate instructional group. The program utilizes cooperative planning and teaching. The most ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to stimulate creativity in the classroom and to discourage rote learning.

• materials used

Scope and sequence chart; teacher guidebooks; placement tests; posttests I and II; individual profile sheets; summary levels; worksheets.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Mathematics
Crossgrade Grouping
Basic Skills
Continuous Progress

• target audience

Grades 1-8.

• financial requirement

Exclusive of textbooks and the coordinator's salary, the basic cost would be purchasing an average of two guidebooks per teacher at $6 per book and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances are available.

• program evaluation

Data shows that the level of achievement in mathematics as measured by standardized tests has shown marked improvement when compared with previous scores.

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USOE JDRP Approval: 12/6/74
JDRP Number: 74-114

PROJECT: PROJECT CONQUEST (Remedial and Adaptive Reading)

• description

CONQUEST, a clinical approach to reading, intensively diagnoses the child's reading problems through a 17-step diagnostic procedure and prescribes an individualized structured, learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six children for 45 minutes, four and one-half days a week. Supervising clinicians, because of other duties, work with only four children each period. Friday is game day, the only day group activities are scheduled. Learning tasks selected by teacher.

(This project has been described in a Project Information Package.)

• materials used

Programmed materials, phonovisual charts and word lists, books, kits, audiovisual material, games, supplemental nonprogrammed materials, teaching machine (commercial), and commercial materials.

• services available

Awareness materials are available; visitors are welcome (October through May); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Highly Individualized
Diagnostic/Prescriptive
Structured Environment

ESEA Title I

• target audience

First grade (repeaters only) through 6th grade. Pupils who are low-achieving children are referred by regular teachers.

• financial requirement

Total estimated costs are $400 per pupil after start-up. Initial cost for equipping one reading room/clinic is approximately $5000.

• program evaluation

Conquest pupils and comparison groups were pretested and posttested in fall and spring on the Gates-MacGinitie (grades 1-3) and CAT (grades 4-6). The test results indicated that Conquest pupils scored significantly higher on these tests than comparison group.

Financial and evaluation data were collected in 1973-74.

• contact

Mrs. Bettye P. Spann
Board of Education
1005 State Street
East St. Louis, IL 62201
(618) 875-8800, Ext. 149, 166

USOE JDRP Approvel: 2/20/74
JDRP Number: 74-12

PROJECT: CRITERION READING INSTRUCTIONAL PROJECT (CRIP)

• description

In this program each pre-kindergarten and kindergarten student received two and one-half hours of specialized instruction each day while 1st, 2nd, and 3rd grade students received 30 minutes of individualized and/or small-group instruction. The test-teach-test method was used to identify student needs keyed to a hierarchy of skills. Once skill deficiencies and level of skill development were identified for each student, teachers developed teaching strategies employing available materials and equipment.

• materials used

Various instructional materials were used including Peabody Language Development Kits, Individualized Phonics Kits, and many manipulatives and teacher-prepared materials.

• services available

Awareness materials are available; visitors are welcome; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Language Development
Reading Readiness
Reading
Individualized Instruction

ESEA Title I

• target audience

Grades pre-K through 3.

• financial requirement

Per pupil expenditure was approximately $750. The bulk of expenditures was budgeted for salaries for teachers and aides.

• program evaluation

The performance objectives for pre-K, kindergarten, and 1st grade students were evaluated with the Circus Test (ETS, Princeton).

Test results indicate that objectives were attained in all areas.

• contact

Ms. Anita Schmidt
Criterion Reading Instructional Project
School #4 Annex
Dill Avenue
Linden, NJ 07036
(201) 486-2530

USOE JDRP Approval: 4/9/73
JDRP Number: 32

PROJECT: DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

• description

DPA is a basic arithmetic program using a diagnostic/prescriptive approach. A standardized diagnostic arithmetic test is given to identify conceptual weaknesses and skill deficiencies. Through hands-on experiences with physical materials and work with project activities oriented to individual and small-group instruction, these inferred needs are met.

A Teacher's Manual has been written that includes more than 75 objective-based activities for counting, place value, addition, subtraction, multiplication, and division of whole numbers; record-keeping procedures; diagnostic approaches; and a reference list of supplementary resource materials.

The teacher uses the Stanford Diagnostic Arithmetic Test (SDAT) to determine specific individual arithmetic deficiencies. Prescriptions provide experiences using concrete materials for concept development and activities for motivation, practice, and reinforcement to meet the diagnostically inferred needs.

DPA suggest three alternative models for implementation of the program. A school district's selection of one of these alternatives would depend upon its available human and material resources.

Alternatives: (1) one resource teacher and one educational assistant per four classes; (2) one resource teacher per eight classes; (3) no additional staffing is required. However, it is essential that a minimum of two regular classroom teachers implement the program at an adoption site.

A math-lab room would facilitate the implementation of the program but it is not essential. All alternates are designed to function in the regular classroom.

• materials used

SDAT and Test Manual, DPA Teacher's Manual, interlocking cubes, hand calculator, squared-place value materials, counting devices, and a variety of teacher-made materials.

• services available

Awareness materials are available; visitors are welcome anytime (give two weeks notice); training may be conducted at the project site; training may be conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Basic Arithmetic
Diagnostic/Prescriptive
Small-group Instruction
Activity-Oriented

• target audience

Students functioning at grade levels 2-6. Arithmetic component of total mathematics program.

• financial requirement

Curriculum material start-up costs range from $3 to $5 per child depending upon varying grade level needs. Alternative (1) requires a resource teacher and an educational assistant for each 100 students. Alternative (2) requires a resource teacher for each 200 students.

• program evaluation

Each year for the past four years, DPA used the SDAT to pre- and posttest approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students according to Title I criteria. These students achieved an average gain of 15 months in 7 months of instruction.

• contact

Mr. Matthew Scaffa
Mathematics Supervisor
C.S.B. District 31
211 Daniel Low Terrace
Staten Island, NY 10301
(212) 447-5281

USOE JDRP Approval: 9/18/74
JDRP Number: 74-68

PROJECT: DISCOVERY THROUGH READING

• description

This program is directed at raising the level of achievement in both word recognition and reading comprehension. A highly structured reading program using a task sheet as its core has been developed. Each child has his individual folder of materials geared to his needs. Each teacher works with two children at a time for a 45-minute period twice a week. When the children arrive for a session, the teacher discusses with them the tasks to be completed for the time there. Some are independent and some dependent jobs allowing the teacher to devote her complete attention to an individual student for a portion of his/her session. As each task is finished a star is placed in the appropriate box on the task sheet. M & M's are given for each job completed. Pacing of materials by the teacher, and verbal interaction between student and teacher is a requisite taught in pretraining of teachers and reinforced during inservice.

(A Project Information Package is now being developed on this project.)

• materials used

Materials are eclectic in substance, using both phonetic and linguistically structured materials along with a whole word approach.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site pays only their own costs); no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses are covered). This project is funded through the Michigan State Department as a demonstration center.

• descriptors

Remedial Reading
Diagnostic/Prescriptive
Structured Tutorial
Goal Oriented

ESEA Title I

• target audience

Low-achieving students in grades 2-3.

• financial requirement

A good program can be started and maintained at a cost of $20 per student for consumable supplies. Much of this amount goes for supplementary enrichment material and is not totally necessary for conducting a basic program. Biggest expenditure is a Tachistoscope and a kit such as SRA or Loft if none are available. Total cost of the program, including salaries, is $420 per student.

• program evaluation

The Botel Word Recognition Test and the Stanford Reading Test are administered to targeted students in September to measure their reading skills. Both of these tests are given again in May to measure students' final levels of achievement

Financial and evaluation data were collected 1972-73.

• contact

Mrs. Dorothy Neff
Clarkston Schools Remedial
Reading Program
Clarkston School District
6950 Middle Lake Road
Clarkston, MI 48016
(313) 625-3330

USOE JDRP Approval: 10/23/74
JDRP Number: 74-112

PROJECT: THE ELECTRIC COMPANY

• description

The Electric Company represents the first large scale experiment in the use of television in teaching reading skills to young children. Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. It began as a national program in many schools throughout the country and was incorporated as a part of the teaching program as a supplement to the regular school reading instructional program. Teachers were provided with guides which indicated the particular lessons in each show and suggested classroom activities that might be used as followup.

• materials used

Televised curriculum, teacher guide, and children's activity books.

• services available

Awareness materials are available; visitors in educational administration or research are welcome by appointment, but there are no facilities for teacher visitations; out-of-state training is available through field officers who are located in different states. For referral contact Mrs. Lynn De Vriefs at One Lincoln Plaza, NY, NY (212) 595-3456; project staff may be able to attend out-of-state conferences (expenses are covered).

• descriptors

Reading

• target audience

Children, grades 2-4, below grade level.

• financial requirement

• program evaluation

Comparison was between experimental and control students. The former viewed The Electric Company once daily, in school, for one season (130 programs, one-half hour each). Controls received only regular school reading instruction. Neither group could view program outside school. Students who viewed the program scored generally higher on reading subtests than nonviewers.

• contact

Mr. Samuel Gibbon
The Electric Company
Children's Television Workshop
One Lincoln Plaza
New York, NY 10023
(212) 595-3456

USOE JDRP Approval: 4/29/74
JDRP Number: 74-23

PROJECT: EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

• description

ECRI has identified teaching techniques important for reading success. These include abilities to: elicit correct responses from nonresponding pupils, establish high mastery levels of responses with performance and rate as criteria, vary number of practices (and time) to each pupil's learning rate, correlate language arts activities to increase responses, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends on rate of mastery. Small-group instruction occurs (keeping ahead of fastest pupil) but individual conferences are held daily.

ECRI teacher instruction varies from university classes with practicum experiences to teaching on the job. Instructional methods used by ECRI teachers are prescribed; verbal directives provided. Teachers model, elicit responses to questions, design activities for discovery, test for mastery, diagnose, and prescribe. No special staff or organizational pattern are necessary in schools where teachers use ECRI techniques.

• materials used

Existing language arts and reading materials may be used. Specific supplies for pupils recommended. Mastery tests are written. Training materials for teachers purchased from ECRI. ECRI has 20 self-instructional teacher-training kits if inservice education is not desired.

• services available

Awareness materials are available; visitors are welcome (when schools are in session); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Teacher Training
Early Childhood
Special & Regular Classrooms
Parent Involvement

• target audience

Teachers grades K-12, all ability levels, mono- or multilingual pupils, during language arts and reading instruction (including content reading), with any organizational pattern.

• financial requirement

Costs involve contracting with ECRI for teacher education or purchase of programmed kits. ECRI staff time $175 a day plus expenses. Contracts range from $5 to $25 a pupil, depending on length of training time and travel. Director kits, $25; teacher kits, $20. Twenty kits available.

• program evaluation

The project was originally validated over three years with more than 700 pupils in three Utah elementary schools and in a reading clinic. Adopting districts have demonstrated effectiveness of ECRI techniques; data available on request.

• contact

Dr. Ethna R. Reid
Director
2888 Highland Drive
Salt Lake City, UT 84106
(801) 486-5083

USOE JDRP Approval: 5/23/74
JDRP Number: 74-48

PROJECT: THE GLASSBORO RIGHT-TO-READ PROJECT

• description

The Glassboro Right-to-Read Project is an individualized diagnostic/prescriptive reading program based on a district assessment of staff and community needs. The performance goal is to raise the reading level of pupils 1.5 years in an eight-month instructional period. Children are placed at their instructional reading level and given individualized teaching at that level. The project uses various forms of classroom organization to allow for flexibility and individualization.

• materials used

The diagnostic battery includes criterion-referenced testing, a measure of potential, an informal reading inventory, a readiness measure, and a kindergarten screening. A variety of instructional materials are used. The project provides *A Guide to Program Planning*, *A Guide to Program Implementation* and *Guess Who's Coming to School? - a guide to parent and community involvement*.

• services available

Awareness materials are available; visitors are welcome by appointment (schedule published in the fall); training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Diagnostic/Prescriptive Reading
Parent/Community Involvement
Staff Development
Needs Assessment

• target audience

All students, pre-K through 3.

• financial requirement

Start-up costs: $21.73 per learner per year if a reading specialist is hired; $5.73 per learner per year if a reading specialist is already under contract.

Maintenance: Reading specialist salary and/or substitute pay for release time unless otherwise provided.

• program evaluation

First year of program implementation - 2.14 years' growth in an eight-month instructional period.

Second year of program implementation - 1.52 years' growth in an eight-month instructional period.

• contact

Dorothy E. Wriggins
Right-to-Read Coordinator
Board Conference Offices
Carpenter St. and Bowe Blvd.
Glassboro, NJ 08028
(609) 881-6366

USOE JDRP Approval: 9/18/74
JDRP Number: 74-93

PROJECT: HAWAII ENGLISH PROGRAM (HEP)

• description

HEP is a comprehensive English curriculum for grades K-6 with an instructional system that provides for individual styles and rates of learning through a range of multimodal presentations and opitons. The design of the curriculum is based on a coherent theory of school English that builds on three demensions of language study - as a skill, as a system, and as the medium of literary art. The resulting structure is a three-part curriculum made up of three subprograms: Language Skills, Language Systems, and Literature.. Individualized, self-directed learning of basic skills in a communication setting, which capitalizes on peer tutoring, inductive discovery, and activity-centered learning. Systematic monitoring of individual progress is assumed by learners.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Materials provided by the program include: performance objectives, teacher manuals and teacher guides, complete set of instructional materials, achievement indicators, and record-keeping forms.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of state conferences (expenses must be paid).

• descriptors

Language Arts
Basic Skills
Continuous Progress
Problem Solving

• target audience

Pupils of all abilities, grades K-6. Complete language arts program.

• financial requirement

Start-up costs will run approximately $100 per pupil (based on 210 pupils, grades K-6). Over an eight-year period replacement costs for consumable items will range from $15 to $18.. These costs do not reflect the training expenses that are usually assumed by individual teachers.

• program evaluation

Attainment of each objective was assessed through a Comprehensive Evaluation Design. More than 90% of teachers sampled statewide have indicated that, given a choice, they would choose to teach HEP rather than other language arts programs. Pupils have indicated a similar choice pattern. Test results have shown that pupils in HEP language skills performed better than learners in other language programs. (As in California Reading Test and Gates MacGinitie Reading Test.)

• contact

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Curriculum Development and Technology
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Honolulu, HI 96813
(808) 548-3079

USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

PROJECT: HEP/PROJECT ALOHA (Allowing Learners Optimum Human Attainment)
A Mainland Demonstration of the Hawaii English Program

• description

Project ALOHA is a consortium of the Archdiocese of San Francisco, Berryessa Union School District, Cupertino School District, Oak Grove School District, San Jose Unified School District, and Santa Clara Unified School District. Project ALOHA, having successfully demonstrated its ability to replicate the Hawaii English Program is now the diffusion agent for the state of Hawaii. The Hawaii English Program (HEP) is a comprehensive language arts program consisting of three components.

1. The literature component develops an understanding of life experiences - upon which all language is based - and also fosters the enjoyment of language as an art form. It employs the students' personal interests and development levels to aid them in understanding and enjoying literature. And it provides the child with an opportunity to explore different styles in the art of expression.

2. The language systems component focuses on the role of language in communication and its affect on the individual and society. It provides opportunities for individual as well as small- and large-group activities. Emphasis is on imagination, creative processes, and diversified thinking.

3. The language skills component allows for continual practice in listening, speaking, reading, and writing. It provides a student goal system, materials and equipment, management system, and teacher training. Materials are designed so that with the use of peer tutors the student can function independently in terms of pacing, modalities, and sequence. The definitive goal structure and record-keeping process informs the teacher of each child's progress, while creating a learning environment with sufficient freedom of choice to develop responsible self-direction.

This program is so comprehensive that it would be desirable to see it in operation. Visits may be arranged by appointment.

• materials used

Multimedia instructional packages, equipment, instructional statements with learner goals and performance objectives, management system with record-keeping, creative drama handbook, teacher manuals.

The Hawaii English Program is a complete system that returns teachers to the classroom with the tools necessary to implement the concepts learned in teacher-training sessions.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Individualized Learning
Open Learning Environment
Definitive Goal Structure
Literature-Creative Drama

• target audience

Program is completely developed for K-6. Planners are working on the development of a program for 7-12. It has been successful with all socioeconomic groups.

• financial requirement

Capital outlay cost for start-up is approximately $75.00 per pupil for all software and equipment. Costs of operation vary according to type of installation and efficiency of use. The cost is comparable to costs of other programs for the range of content covered. Operational costs average approximately $15 per pupil per year.

• program evaluation

Accountability provided by percentages of pupils expected to complete certain levels of the program at each grade. Each learner, however, progresses at an individual rate.

Mean score for 4th grade on the Spache Reading Scale given recently was 5.41.

• contact

William B. Adams
Project Director
HEP/Project ALOHA
935 Piedmont Road
San Jose, CA 94132
(408) 258-1776 or
(408) 262-4932

USOE JDRP Approval: 4/29/74
JDRP Number: 74-28

PROJECT: HIGH INTENSITY TUTORING (HIT)

• description

The High Intensity Tutoring (HIT) Centers provide an individualized instruction program designed to develop vocabulary and comprehension skills in the reading center, and to increase computational and problem-solving abilities, and understanding of mathematical concepts in the math center.

Grades 6, 7, and 8 students, identified as deficient in reading and/or mathematics, are selected for HIT participation on the basis of performance at least one year below grade level on standard tests and by observations of the classroom teacher.

The HIT method actively involves tutors, tutees, a certified teacher, and two paraprofessional aides. Tutoring focuses on peer-teaching and reinforcement techniques developed primarily from principles of programmed instruction. "Tutors" from grades 7 and 8 assist 6th grade "tutees" in developing grade-level skills and reinforce correct performance, as the "tutors" up-grade their own skills.

Tutees in the program during 6th grade are given priority selection as tutors in 7th and 8th grades, when skill deficiencies still exist. This highlights the importance of reciprocity in the teaching-learning relationship, despite the small differences in ability between tutors and tutees. Tutors and tutees meet with the certified teacher and paraprofessional aides for one-half hour, four days per week, in rooms specially designated for HIT activities.

The two basic HIT Center components are the instructional system and the motivational system. The primary features of the instructional program are: (1) daily calculation of the percentage of correct responses for each tutee and (2) use of instructional materials that carefully control introduction of new concepts and incorporate frequent review. The motivational system is crucial to optimal student progress. Tutees receive points for correct responses which accumulate in a "bank book" and are redeemed for tangible rewards. Tutors receive points and rewards on the basis of attendance.

(This project has been described in a Project Information Package.)

• materials used

Sullivan Programmed Reading; Sullivan Programmed Math; Hegge, Kirk & Kirk Remedial Reading Drills; Veri Tech Math Teaching Aids; Bernell Loft Reading Kits; Dexter & Westbrook Reading Kits; EDL Math Materials; teacher-made and supplementary commercial materials: flash cards, clocks, games, etc.

• services available

Awareness materials are available; visitors are welcome (October 15 through May 1); training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Remedial Reading & Math
Cross-age Tutoring
Middle School Program
Motivational Component

• target audience

Students grades 6-7 who perform one to five years below grade level and three or more years below grade level respectively. Participants selected on basis of academic need with priority given to children farthest below level.

• financial requirement

Yearly operating budget for a reading center is approximately $26,000, or $200 per pupil considering tutees only. If tutors are also considered (they benefit from program), per pupil costs are cut approximately in half. Yearly budget for operating math centers is approximately $25,000, or $175 per pupil for tutees. Operational costs approximately 85% personnel-related. Start-up costs approximately $5000 per center.

• program evaluation

Evaluation data show that HIT participants made significant gains in math and reading. These gains exceeded expected gains for nonparticipants and moved participants substantially closer to national norm. Gains ranged from 1.2 to 3.7 months per month for tutees and tutors on the W.R.A.T.

Evaluation data were collected in 1972-73.

• contact

Mrs. Betty A. Colden
Director
School Board of Highland Park
20 Bartlett Street
Highland Park, MI 48203
(313) 868-1264

USOE JDRP Approval: 1/8/74
JDRP Number 74-9

PROJECT: HIGHER HORIZONS 100

• description

The primary goal of the reading section of the program is to enable a student to make eight months' reading progress during the school year, and possibly regain lost ground. Other goals are improvement of speech, mathematics, science and social studies; as well as helping adjust to high school behavior patterns, expanding background of experience and improving self-concept. On completion (one year) students return to a regular school program. Enrollees are within normal range of intelligence and without serious emotional problems, but have one to four years of reading retardation. The speech of many is affected by a second language or dialect. Students are frequently counseled by the High Horizons counselor and instructors. Testing and contract method of grading enable self-judgement of progress. Collaboration between instructors in the various subjects makes it possible for weaknesses in language arts and other classes to be remedied.

• materials used

Teacher-made and commercial materials such as: (1) Controlled Reader by Education Development Lab; (2) Language Master by Bell and Howell; (3) Flash X by Educational Laboratory.

• services available

No awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Coordinated Efforts
Language Remediation
Diagnostic/Prescriptive
Team Planning

• target audience

Ninth-grade students with reading retardation problems. Coordinated effort on language arts development in all content areas.

• financial requirement

Approximate $250 per pupil over and above the cost of students in regular school program.

• program evaluation

Pre/posttesting - September and May using Iowa Silent Reading Test and Metropolitan Achievement Test (MAT). Also use a Pupil Self-Rating Scale. Attendance higher for students in program over regular students by at least 8%. Average reading gain for program has been 1.5 years per group. The evaluation of the program is conducted by Central Administration.

• contact

John Di Benedetto, Team Leader or
Mrs. Mamie White, Vice Principal
Higher Horizons 100
Hartford High School
55 Forest Street
Hartford, CT 06118
(203) 278-5920

USOE JDRP Approval: 4/29/74
JDRP Number: 74-26

PROJECT: PROJECT HOSTS (Help One Student To Succeed)

• description

The HOSTS program is designed to improve the reading ability of students in grades K-12 and illiterate adults. Reading curricula have been modified through utilization of criterion-referenced tests, individualized reading profiles, and one-to-one tutoring. The program focuses on resources available in the community (over 1200 volunteers) and management procedures necessary to coordinate an effective reading program. As a result, reading instruction has been adapted to a personalized approach for each student.

Reading specialists diagnose student reading deficiencies, select appropriate materials and activities, assess students continuously, and give directions to tutors who provide the one-to-one instruction.

Demonstrations/visitations are scheduled frequently at HOSTS schools in Vancouver. Contact director. Please keep groups under 12.

Five-day training sessions will be held either in adopting district or at project site. Each training session can accommodate 60 teachers. Adjacent states and/or districts should plan joint sessions.

This project is operating as a funded developer/demonstrator.

• materials used

Instructional materials have been identified and correlated by the HOSTS staff to the Fountain Valley Teacher Support System. HOSTS cross-referencing notebooks, ranging from readiness through junior high, are available at cost ($75 per set). A tutor training manual is also available at cost ($5).

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Reading
Tutors
Diagnostic/Prescriptive
Community Involvement

ESEA Title I

• target audience

K-12 and adults; remedial reading, community volunteers and cross-age tutors provide instruction in reading

• financial requirement

HOSTS has a start-up cost ranging from $30 to $115 per pupil and a continuation cost ranging from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2000 target pupils.)

• program evaluation

Program evaluation consists of normative (achievement) and formative (individualized) tests, with major emphasis on formative, due to individualized program. Student achievement scores indicate that, on average, students doubled their learning rate while in HOSTS. Specific gains by grade levels available in detailed report. Financial and evaluation data collected 1973-75.

• contact

Bill Gibbons
Project Director
Project HOSTS
Vancouver School District
No. 37
5802 MacArthur Boulevard
Vancouver, WA 98661
(206) 694-1705 or
(206) 693-1775

USOE JDRP Approval: 1/15/74
JDRP Number: 75-6

PROJECT: IMPROVEMENT OF BASIC READING SKILLS

• description

Provides individualized instruction to help educationally deprived children reach grade level or potential. Reading centers established in participating schools are staffed by a reading teacher and an aide who work with 10 to 12 children for the regular school term. Diagnostic tests are administered to determine specific needs of the children. A "Need" sheet is prepared for each child providing a written prescription to help master basic reading skills and reinforce classroom learning. A "Weekly Plan" sheet is maintained for each class listing plans for each child. Teacher aides and parents are assigned to work with children needing additional help over and above help received in the classroom and reading center. Individual attention shows the pupil that he is important and can excel in some way.

(A Project Information Package is now being developed on this project.)

• materials used

Hoffman Reading Programs and other reading laboratory materials supplemented by teacher-made materials.

• services available

No awareness materials are available; visitors are welcome any time; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Reading
Parent Involvement
Diagnostic/Prescriptive
Inservice Training

ESEA Title I

• target audience

Pupils in grades 1-8 with an IQ of 80 or above who are reading six months or more below grade level.

• financial requirement

Cost per pupil $243.11.

• program evaluation

The school attendance of participating pupils has improved, attitudes have changed, health habits are better, and grades in all subject areas have improved. All students showed better self-concept. Pre- and post-Gates-MacGinitie Readiness and Reading tests showed substantial gain.

• contact

Mrs. Elizabeth B. Dickson
Improvement of Basic Reading
  Skills
P. O. Drawer B
Sylacauga City Schools
Sylacauga, AL 35150
(205) 249-0393

USOE JDRP Approval: 10/18/74
JDRP Number: 74-109

PROJECT: IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES

• description

This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult-student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each individual's reading skills and lack of skills are thoroughly analyzed during the the first few weeks. Instruction and rebuilding of attitude begin on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records are kept of areas of weakness and patterns of improvement. The importance of personal interest and positive reinforcement on the part of the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. Project teacher plus team of eight aides supplement regular teacher's instruction.

• materials used

All instructional, management materials used are commercially available. No particular products or systems stressed. Eclectic approach used to prescribe materials as needed.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Reading
Basic Skills
Diagnostic/Prescriptive

ESEA Title I

• target audience

Students reading two or more years below grade level with low or failing grades in English classes; grades 10-12. Can be adapted to grades 7-9.

• financial requirement

Start-up costs will run $200 to $225 per student (based on 180 students at 1975 proces). This includes the cost of hiring one Project teacher, eight adult aides, and materials, equipment, inservice. These per-student yearly costs will remain relatively consistent allowing for inflationary increases.

• program evaluation

Project evaluation was based on successful accomplishment of stated behavioral objectives; pre- and posttesting. The Gates-MacGinitie Reading Test used; grade equivalent scores were reduced to average monthly gains. A high percentage (85%) of participating rural, low-to-middle income students measured an average monthly gain of 1.1 months or more per month.

• contact

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USOE JDRP Approval: 2/25/75
JDRP Number: 74-110

PROJECT: INDIVIDUALIZED LANGUAGE ARTS: DIAGNOSIS, PRESCRIPTION AND EVALUATION

• description

This project combines a language-experience approach with techniques derived from modern linguistic theory to enhance children's skills in written composition, grades 1-12. At least three times a year, the teacher evaluates writing samples done on self-selected topics by each child. Utilizing criteria common to nearly all language arts programs, she/he is then able to assign priorities to the needs displayed by the class as a whole, groups of students, and individual youngsters. For each objective stemming from this diagnosis, a teacher resource manual prescribes a variety of prescriptive writing or rewriting techniques that children can be taught to use for all content areas in which writing activities are feasible. Motivation for writing is strengthened by a "communication spiral" that links composition to the other language arts and real-life experience. A record-keeping system permits the child, as well as teachers, administrators, and parents, to observe growth in writing proficiency from month to month and grade to grade. The program can be readily combined with already existing language arts curricula and objectives.

• materials used

The only material employed is a teachers' resource manual which covers every phase of the program.

• services available

Awareness materials are available; visitors are welcome (October 15 through May 15); training is not given on-site but workshops are given regularly in New Jersey (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Language Arts
Writing Instruction
Individualized Diagnosis/Prescription
Writing & Content Area Correlation

• target audience

Grades 1-12. All ability levels. Language arts, English, content-area classes. Independent or supplementary program in written composition.

• financial requirement

The Teachers Resource Manual at $12.50 per copy ($10.00 for bulk orders) is a one-time expense; a single copy will serve several teachers. Adopter or its state facilitator must also assume or share costs of releasing teachers and an administrator for an initial two-day workshop in New Jersey, and for periodic one-day advanced-training workshops the first year of installation.

• program evaluation

A year-long comparison in 1970-71 between randumly-selected populations of children in the project and in a similar district showed clearly that the project youngsters were writing longer, more mature sentences than their counterparts. A follow-up study revealed continuation of growth in most instances.

• contact

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USOE JDRP Approval: 5/23/74
JDRP Number: 74-55

PROJECT: PROJECT INSTRUCT (Instructional System for Teaching Reading Using Continuous-Process Technolgy)

• description

Project INSTRUCT, a systems approach to prevent reading failure, correlates the reading, spelling, and handwriting program and monitors each child individually until the array of skills that extend from prekindergarten to advanced complex levels of decoding are mastered. Instruction is individualized through short-term, teacher-directed, small-group interactions designed to focus on student skill needs. The instructional cycle has four steps: (1) pretesting; (2) grouping students according to skill needs; (3) delivering instruction by teachers and materials to permit various learning experiences; and (4) posttesting after instruction. In addition to the skills and monitoring system, teachers are provided with a resource index of commercial materials, procedures for establishing a central materials center for ease and efficiency of teacher retrieval of appropriate materials, direct teaching activities, games, and take-homes, plus procedures for developing a program of volunteers.

• materials used

Adopting schools are encouraged to use existing reading program materials, as well as existing supplementary teacher-made and commercial materials, in addition to the materials designed by Project INSTRUCT. INSTRUCT materials include: Implementation Manual, Teacher Resource Book, mastery tests, games book, take-home materials, programmed words, materials organization system, student profile cards, and Parent-Assisted Learning Program Manual.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Direct Teaching Techniques
Reading (Readiness & Primary)
Correlated Program

• target audience

Kindergarten through grade 3; low achievers in grade 4.

• financial requirement

Initial cost per learner is less than $5 (exclusive of training) and less than $2 for renewal cost at current printing rates. Training costs vary according to degree of implementation and are considered an essential portion of the initial cost. No new reading teachers need be hired and few materials must be purchased.

• program evaluation

Evaluation of student performance indicated higher achievement in the nine schools using the program and significantly better performance in Title I schools when compared with appropriate control groups. Results of the school-by-school Metropolitan Achievement Tests indicate INSTRUCT schools exceeded the citywide average in Lincoln in all reading-related tests.

• contact

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USOE JDRP Approval: 5/14/75
JDRP Number: 75-37

PROJECT: IRIT - Intensive Reading Instructional Teams

• description

The Intensive Reading Instructional Teams (IRIT) project is designed to raise the achievement level of third-and fourth-grade pupils deficient in basic skills of language and reading. Forty-five students per team of teachers are selected for each of three cycles. Teachers have classes of approximately 15 pupils each and all pupils see each teacher daily. IRIT staff correlate this language arts program to pupil's instructional program in his/her home school. The instructional design has three areas: (1) the individualized reading area offers assignments to enrich the child's background, promote written and oral language skills, and instill pleasure in reading; (2) the vocabulary and comprehension area builds perceptual and comprehension reading skills; (3) decoding, the core subject area, uses an individualized approach to assist the youngster in his/her ability to attack new words. The three areas are coordinated, and the instructional program is based on a diagnostic/prescriptive approach.

Forty-five pupils from participating schools are brought to one site each morning for 10 weeks for intensive instruction by three language arts specialists in three 50-minute sessions. Students return to their home schools in the afternoon where they receive instruction in other subjects.

The IRIT teachers work with students for the entire morning and then spend the afternoons (1) preparing lessons and updating records for each of the 45 students; (2) developing new instructional materials based on student needs; (3) meeting with teachers and parents from the sending schools; (4) participating in professional development and training sessions; and (5) providing inservice sessions for other classroom teachers.

Each IRIT Center is staffed by a team leader who is a certified reading specialist.

(This project has been described in a Project Information Package.)

• materials used

Appropriate commercial materials, AV equipment, and games. Teacher-developed materials, diagnostic and criterion-referenced tests.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Individualized Instruction
Team Teaching
Diagnostic/Prescriptive
Eclectic Approach

ESEA Title I

• target audience

Pupils in grades 3-4 who are deficient in basic skills of language and reading. Pupils are enrolled in program for only one 10-week cycle.

• financial requirement

Budget for three IRIT teams is $177,215, serving 405 pupils from six schools at average cost of $438 per pupil. Start-up costs average around $25 to $50 per pupil, depending on specific equipment ordered. Total estimated costs: $400 per pupil after start-up. Initial cost for equipping one team, approximately $7500.

• program evaluation

Mean total reading scores for 1971-72 IRIT pupils were raised from 2.7 to 3.3, a gain of 6 months for 10 weeks of instruction. In 1972-73 pupils went from 2.3 to 3.2, a gain of 9 months in 10 weeks. In 1974-75 pupils went from 2.6 to 3.7, a gain of 1 year, 1 month in 10 weeks.

Financial and evaluation data were collected in 1971-72.

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USOE JDRP Approval: 2/20/74
JDRP Number: 74-11

PROJECT: LEARNING TO READ BY READING

• description

Multimedia system for teaching reading. Originally designed for adult males but applicable to remedial students from lower elementary through junior college levels. Training designed to captivate interest of students lacking self-motivation by offering early and continuing successful experiences with reading. Raises reading grade placement, motivates students to learn, improves their self-image, and creates comfortable learning environment. Program stresses both phonetic and sight vocabulary development. Read-along books, radio plays, filmstrips, and captioned movies are used individually or in small groups. "Reading with Symbols" utilizes teacher or aide monitoring of student oral reading. Easily adaptable to parent volunteers.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Materials provided by program include, but are not limited to: reading with symbols books, Read-Along books, radio plays, symbols training booklets, and student training filmstrips.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Raises GPL
Individualized Programming
Small-group Involvement
Continuous Progress Monitoring

• target audience

Grades 4-12 including adults. System applicable to all students below expected grade level, including nonreaders.

• financial requirement

Average cost per student is $21. Items supplied consist largely of nonconsumable materials. Total material costs for class of 30 students is $630. Other costs for inservice training for administrators, professional consultation services, etc., may be negotiated on an individual basis.

• program evaluation

Demonstrated success of this method has resulted in acceptance as a model program under "Right to Read" and funding for dissemination to all parts of U.S. Average gain of 2.2 years reading growth over 8 to 12 weeks instruction for groups has been demonstrated.

• contact

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USOE JDRP Approval: 4/29/74
JDRP Number: 74-37

PROJECT: MATH LABORATORIES FOR DISADVANTAGED STUDENTS

• description

Two mathematics laboratories were established in the project. Each laboratory teacher had five classes of 25 students each. The students were participants in the regular curriculum. Each teacher was assisted by one aide. The laboratories were regular classrooms that had been painted attractively and equipped with a calculator, a cassette tape recorder, commercial mathematics kits, and tables and chairs. Each student spent one hour per day, five days per week in the math lab. The curriculum was designed for individualized studies. The lab utilized five techniques: math lab activities, games and puzzles, drill and practice, individual instruction, and small-group instruction. Each student had a specific schedule which he/she followed. The following points cover the methodology employed in the laboratories.

(1) Each student progresses at his/her own rate.
(2) There is always a variety of activities available in each laboratory.
(3) Many suitable materials are purchased and developed and are readily available for student use.
(4) Much individual attention is given to each student.
(5) Math concepts are developed by manipulation of objects.
(6) The math lab activities are success-oriented and failure is kept at a minimum.
(7) Teachers study the habits of students in order to properly motivate pupils.
(8) Planning time for the teacher and aide is provided and considered vital.
(9) Inservice training plays a vital role.
(10) The project consultant works in the classroom with teachers and aides.

Two weeks of preservice training and curriculum materials development prior to the beginning of the school year constitute a necessary part of the project. Monthly inservice activities are also necessary for purposes of coordination, and the development and revision of the instructional materials and math games.

• materials used

The project staff and the project consultant developed a curriculum guide that contains 154 mathematics laboratory activities, the program's philosophy, process, and curriculum, and an evaluation of the project's operation. This guide is considered essential for replication of this project. It is available in limited quantities at a cost of $4 per copy. In addition, commercially produced materials such as games, puzzles, mathematics kits, and manipulative materials are purchased for use. A list of these materials is available upon written request.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Basic Skills
Underachieving Students
Laboratory Approach
Continuous Progress

• target audience

The project served students grades 5-8 scoring below the 40th percentile on the math subtest of the Stanford Achievement Test. Special education students were excluded.

• financial requirement

The start-up cost is approximately $60 per pupil based on 250 participants. This includes teacher aides' salaries, all equipment and supplies, and inservice expenses. Continuation cost is approximately $14 per pupil which includes teacher aides' salaries, inservice expenses, replacement of consummable supplies, and the purchase of new items as needed.

• program evaluation

Students in grades 7-8 gained a mean 1.31 years, exceeding the expected gain by more than five months. For pupils in grades 5-6, the mean achievement was 1.88 years, exceeding the goal by more than one year. Gains in attendance were also statistically significant. The achievement data of the treatment group were statistically compared to the achievement data of a control group.

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USOE JDRP Approval: 7/13/76
JDRP Number: 76-88

PROJECT: MODIFICATION OF CHILDREN'S ORAL LANGUAGE

• description

This project is based on materials and instruction of the Monterey Language Program. It is intended to improve communication skills for children with language disabilities regardless of the cause. Curriculum and individual program design include child selection and diagnosis, individual placement, formal teaching strategies, program branching, and continuous data collection for output measurement and evaluation. Staff training, site visits, follow-up workshops, data analysis, and summary progress reports are used. An objective of the project is to provide teachers with proficiencies in the development of oral language skills in children with serious communication problems. Teacher elicits oral responses from child using stimulus pictures; forms and shapes responses by modifying reinforcement. Tutor or small-group instruction. No special staff is needed. Teachers, speech and hearing specialists, and aides can be trained in a one-week workshop.

The project originated at Bloomburg State College which then contracted with Monterey Learning Systems to provide materials, personnel training, and data processing.

• materials used

The Monterey Language Program includes the Teacher Program Book, a highly structured document containing 40 individual language training programs, score sheets, charts, PCLT, criterion tests, home carryover record, and program work sheet and data sheets.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Placement Process
Programmed Format
Reinforcement Schedules
Accountability

• target audience

A wide variety of children with language disorders including students labeled as dysphasic, mentally retarded, deaf, language delayed, foreign speaking, and hard of hearing.

• financial requirement

Initial cost of this system including materials, training and follow-up for 20 staff members, and materials and data processing for 200 students is $11,000. Materials replacement cost per student per year is $4.

• program evaluation

Average response accuracy = 92.2%; average preteaching criterion test score = 13.2 correct; average posttest score = 98.6%.

• contact

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USOE JDRP Approval: 4/16/73
JDRP Number: 6

PROJECT: NEW ADVENTURE IN LEARNING (NAIL)

• description

Developed to offer regular classroom teachers better ways to meet language and conceptual needs of elementary school-age children. Instruction for each child is individually determined, based upon continuous informal diagnosis and consideration of learning style. Special management strategies create supportive classroom climates where children learn in a variety of ways and where each child's social and academic strengths are maximized.

A wide variety of approaches and materials from traditional to innovative are used. Individualized diagnosis and prescriptions are coupled with basal text programs, process approach lessons, teacher-led instruction, and independent study. There is variation in group sizes, and in assigning and pacing learning tasks.

The program embraces most of the child's day and includes instruction in reading, writing, spelling, oral language, social studies, science, and psycholinguistics.

A systematic record of skills attainment is kept.

After an on-site visit to view the ongoing program, a state school district wishing to adopt NAIL, participates in the special seminar, provided at the Center to train a local trainer/coordinator. The seminar enables this person or team to train local teachers and staff in curriculum/program components.

After initial training, the Demonstration/Diffusion Center assists adopters with expanded training, planning, problem solving, and support.

• materials used

Most materials used are commercially available: reading kits, basals, programmed workbooks, skills workbooks, filmstrips, and commonly available equipment, such as Language Master and overhead projectors.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Early Childhood
Teacher Training
Interdisciplinary
Team Teaching

• target audience

Students of all abilities (K-3) and elementary school faculties.

• financial requirement

Travel expenses and per diem for adopter attending seminar at D/D Center. Inservice expenses for teachers (release time or substitutes.) Travel and per diem for D/D Center staff member to make one to three visits to adopter site. Start-up costs for individualized materials up to $10 per pupil, depending on what is available.

• program evaluation

Developmental research with approximately 1000 K-3 pupils showed significant gains in pupil performance in reading, psycholinguistics, mental age, and I.Q. measures. Regular classroom teachers met all project objectives in diagnosing and prescribing for individual pupils.

• contact

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USOE JDRP Approval: 5/23/74
JDRP Number: 74-71

PROJECT: PEGASUS-PACE: Continuous Progress Reading Program

• description

Project PEGASUS-PACE attacks reading deficiencies through a personalized, process-oriented program developed and implemented locally through a differentiated staffing organizational arrangement. The curriculum structure consists of performance objectives and corresponding diagnostic instruments within 17 sequential reading levels (K-early jr. high). Learners are grouped and subgrouped according to established needs; personalized instruction employs a variety of approaches to teach reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at given levels. A resource file of Plans for Skill Development Activities (organized for rapid, average, and slower-attaining students) contributes to effectiveness of PEGASUS approach. Activities have been developed by teachers in accordance with diagnosed needs of students.

No one teaching approach is either recommended or required; teachers may continue using any strategies they have found successful. A program is offered for diagnosing student learning deficiencies, selecting appropriate materials and techniques, and assessing student gains.

• materials used

Adopting schools will be given permission to reproduce copyrighted materials. For all 17 levels, a Master Volume contains: objectives and skills check sheet, teacher guide and key, and Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

• services available

Awareness materials are available; visitors are welcome; training may be conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

K-8 Reading
Comprehensive
Word Attack
Study Skills

• target audience

Kindergarten through junior high; all ability levels. Children should speak English. Complete curriculum in reading.

• financial requirement

Start-up costs on a trial basis will run approximately $18 per pupil (based on 4000 pupils). This includes the cost of hiring one person to function as a curriculum associate or coordinator. On a continuing basis after first trial year, actual costs of PEGASUS-PACE diagnostic material will run 25¢ per year - mimeograph or offset.

• program evaluation

The project was validated over a three-year period in four schools with more than 1000 pupils. At the target school, achievement scores had previously shown a steady trend of regression.

• contact

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USOE JDRP Approval: 4/16/73
JDRP Number: 1

PROJECT: PRE-ALGEBRA DEVELOPMENT CENTERS

• description

The purpose of the Pre-Algebra Development Centers is to prepare students for success with algebra at the high school level by strengthening mathematics backgrounds, improving mathematics skills, and defining and correcting mathematics deficiencies. This is done through application of Pre-Algebra's curriculum and teaching techniques at one of the following three levels: (1) regular mathematics classes for grades 7-8; (2) eight-week summer mathematics programs prior to students entering high school; and (3) remedial mathematics programs for the high school students.

The curriculum design develops basic computational skills through five units of concentration. The curriculum units are: Ratios and Proportions, Fractions, Decimals, Percent, and Measurement. Mathematics principles used in the development of all curriculum materials include: ratios and proportions, one - its' names and properties, the additive property of numbers, and subtractive property of numbers. These principles serve as the foundation for the teaching of all concepts.

The instructional technique (LCD Technique) includes mathematics laboratory instruction, regular classroom instruction, and individualized diagnosis and remediation of mathematics coupled with an individualized reading program. Students spend one-quarter of the time each day or week in each of the four phases of this program.

• materials used

Pre-Algebra text materials (unit packs 1-5), mathematics laboratory manipulatives, individual diagnosis and remediation materials, evaluation instruments, and general classroom materials and supplies.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (training for Illinois schools is subsidized; out-of-state schools must pay for training costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

Mrs. Joyce Price, Board of Education, Office of District 24, 400 W. 69th Street, Chicago, IL 60601, (312) 488-4500.

• descriptors

Individualized Diagnosis
& Remediation
Diversified Teaching Strategy
Successful Curriculum Design
Reading in Mathematics

• target audience

Regular mathematics students in grades 7-8; remedial mathematics students in grade 8 and in high school.

• financial requirement

Adoption costs depend on the number of students to be taught and the number of teachers to be trained. The following cost analysis is an approved cost of adoption.
Text materials: $4 per student.
Laboratory materials: $607 (May be used with up to 500 students with staggered schedules.)
Teacher training: travel and per diem to and from demonstration site.

• program evaluation

Evaluation studies showed: Eighty percent of project students enrolled in algebra upon completing eight-week summer session; 92 followed through with a high degree of success.

Eighty-five percent of the Pre-Algebra students took additional mathematics courses beyond algebra; 15 of these took four years of high school mathematics.

• contact

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USOE JDRP Approval: 5/13/75
JDRP Number: 75-33

PROJECT: PROGRAMMED TUTORIAL READING

• description

The objective of the Programmed Tutorial Reading project is to provide tutoring to underachieving 1st graders in beginning reading as a supplement to conventional classroom teaching. The teaching strategy employs many elements of programmed instruction: frequent and immediate feedback, specified format, and individualized pace. However, whereas programmed instruction has often sought errorless or near-errorless learning with many cues at first, followed by a fading of cues, the tutorial program proceeds in the opposite manner with minimal cueing at first, followed by increased prompting until the child can eventually make the correct responses. Through the use of 11 different Item Programs, the tutoring behavior of each tutor is carefully controlled. Project components are systematically programmed so that any decision made by a tutor is limited to judging the correctness of a reading response or the appropriateness of an answer to a question. Reinforcement is an important part of the instructional strategy.

(This project has been described in a Project Information Package.)

• materials used

A programmed tutoring kit is supplied to each tutor. Tutorial kits, published by various publishers accompany basal readers. Training materials include filmstrips, cassettes, etc.

• services available

No awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Programmed Tutoring
Controlled Tutor Behavior
Supplemental Reading
Paraprofessional Tutors

ESEA Title I

• target audience

First graders in the bottom quartile who need help learning to read are tutored on a one-to-one basis.

• financial requirement

The annual per-pupil cost ranges from $150 to $250 depending upon rates of pay of tutors and supervisors. Personnel costs, which include all administrative and clerical assistance, account for approximately 98% of total budget.

• program evaluation

The evaluation of Programmed Tutorial Reading projects has been exceptional in terms of both scope and rigor. All reading achievement tests results are statistically significant in favor of tutored pupils.

Financial and evaluation data were collected in 1975-76.

• contact

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USOE JDRP Approval: 3/18/74
JDRP Number: 74-17

PROJECT: PUPILS ADVANCING IN LEARNING (PAL)

• description

The PAL project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualized instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image-building activities. Management strategies provide a sound structure for the program. Techniques to gain parent involvement have been successful. A staff development plan and materials are also part of PAL.

PAL uses a wide variety of materials, equipment, methods, and activities. Every child is encouraged to advance at his/her own rate.

Because of a special demonstration contract with the National Institute of Education, PAL will focus on students in the bottom quartile in reading in grades 1-3 during the school years 1976-77 and 1977-78. The program in the other grades will be operating with district funds.

• materials used

Materials include: Instructional Program Kit ($3.00), a description of educational program with teaching units and ideas; Program Management Manual ($2.50), planning, implementation, operation, evaluation, and dissemination of PAL; Staff Development Kit ($2.50), teacher and aide training; and Parent Involvement Guide ($2.50), techniques for involving parents. Complete set of four for $10.00.

Other materials include a free awareness brochure and a slide-tape presentation which will be sent for the cost of postage and insurance.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid or expenses must be partially subsidized depending on purpose of the conference).

• descriptors

Reading Improvement
Attitude Improvement
Parent Involvement
Staff Development

• target audience

For students in grades 1-12 who are deficient in reading skills and have poor attitudes or low self-concept. Also parents of project students, project administrators, and teachers and aides.

• financial requirement

Instructional program costs depend upon resources already available within district, but begin and continue at a minimum of $10 per pupil. The management portion costs nothing. The parent involvement section ranges from zero to $2500.

• program evaluation

For each school year in the program the average PAL student gains more than one year in reading skills (1.1 in comprehension and 1.4 in vocabulary). District-developed surveys indicate substantial improvement in attitude and self-concept.

• contact

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 33

PROJECT: PROJECT R-3: READINESS, RELEVANCY, AND REINFORCEMENT

• description

Project R-3 was designed in 1967 jointly by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State College. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an in-service training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive, individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning and the decision-making process.

(This project has been described in a Project Information Package.)

• materials used

Gaming/simulation activities with an emphasis on careers are available at low cost. Individualized mathematics contracts are available for a nominal fee. The reading contract process can be adopted/adapted at no cost.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Diagnostic/Prescriptive
Individualized Instruction
Heterogeneous Grouping
Team Planning

• target audience

Project R-3 serves the entire student population at the 7th grade level, progressing with them to 8th and 9th grades.

• financial requirement

Costs will vary in school districts. Basic materials related to a reading program at the secondary level can be utilized. Special math contracts prepared in R-3 cost approximately $150 for a complete set of masters to be duplicated. Other costs relate to reproduction of gaming/simulation activities, contracts, and the salaries of secondary instructional aides.

• program evaluation

Process evaluation is conducted by classroom observation, parent and student attitude questionnaires. An outside evaluator is contracted for product and process evaluation.

Financial and evaluation data were collected 1974-75.

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USOE JDRP Approval: 2/20/74
JDRP Number: 74-13

PROJECT: PROJECT READ

• description

Project READ is a system of individualized reading instruction for grades K-3. To date, Project READ has been implemented in two Pittsburgh schools involving approximately 700 pupils. The reading system is composed of materials, equipment, teaching and management procedures, and a staffing organization to insure continuous progress for all pupils. Children first learn a "sound-blend system," then are inducted into working in a reading center, where a system of individual diagnosis and prescription is put into full effect.

Skills are sequentially ordered for presentation according to prerequisites and for ease of instruction. Procedures followed by teacher in introducing new skills have been programmed. Pupils advancement through curriculum is contingent upon mastery of hierarchical skills. Classroom teachers implement program after receiving training from project coordinator. An aide is needed in reading center; one teacher is identified as project facilitator.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs in the nation.)

• materials used

McGraw-Hill Programmed Reading Series, including workbooks, corresponding storybooks, skill sheets, audiovisual materials. Rosner Auditory Training Manual, Skills II, from Perceptual Motor Kit, used in kindergarten.

• services available

Awareness material are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Teacher Training
Diagnostic/Prescriptive
Continuous Progress
Basic Skills

• target audience

Grades K-3. Children should speak English. Complete curriculum in reading.

• financial requirement

Start-up costs $8772.00 per school for materials, equipment, and teacher training, not including services of project staff. Per pupil cost of $29.00. Continuation cost $1462.00 per year ($4.60 per pupil).

• program evaluation

At end of each year pupils in the development school (target grades: 1971-grade 1, 1972-grade 2, 1973-grade 3) attained higher scores when compared with control school on subtests of the Wide Range Achievement Test and on Metropolitan Achievement Test.

• contact

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USOE JDRP Approval: 4/29/74
JDRP Number: 74-30

PROJECT: READING CENTER TITLE I

• description

The project identifies pupils with reading disabilities in grades 1-5 and provides an individualized diagnostic prescriptive remedial reading program at the Reading Center. The goals of the project are to diagnose and remediate disabled readers; to train teachers in diagnostic and prescriptive methods for teaching students with reading problems; to offer parents reading help for their children.

The World Perception Program component consists of two teachers' guidebooks. The Vocabulary and Comprehension Program component, consisting of four teachers' guidebooks, is aimed toward the 1st and 2nd grade pupil whose auditory skills have not developed so she/he can cope with the Word Perception Program. Both programs include focus objectives, diagnostic tests, skills lessons, reinforcement references, and word lists.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

An inservice filmstrip and accompanying audio-tape are available for teacher training.

• services available

Awareness materials are available; visitors are welcome (September through May, 8:00 a.m. through 4:00 p.m.); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs - training facilities only for 15 people); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Reading
Diagnostic/Prescriptive

ESEA Title I

• target audience

Reading disability students, grades 1-5.

• financial requirement

Start-up cost as recorded in the Right-to-Read Reading Center Management Handbook is $321 per pupil. This includes laminated workbook pages that require replacement every three to five years. However, costs are dependent on staff available, type of program and pupils, extent of materials needed.

• program evaluation

This large-scale project has had extensive evaluation since 1967-68. Experimental and control group comparisons over a several-year period show significant differences in achievement in favor of students enrolled in the Reading Center. The program is cited by the National Right to Read, as one of 12 exemplary reading programs in the nation.

Financial and evaluation data were collected in 1972-73.

• contact

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USOE JDRP Approval: 8/21/74
JDRP Number: 74-89

PROJECT: READING/ENGLISH ROTATION PROJECT

• description

To take into account the characteristics of the students and to meet the various individual needs identified, an organizational pattern was designed. Students are grouped in small, flexible groups of six to ten, which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. limited amount of materials are available to respond to inquiries since the project receives no funds.

Only a limited amount of materials is available to respond to inquiries since the project receives no funds.

• materials used

A wide variety of high-interest, low-level materials are used.

• services available

Awareness materials are available; visitors are welcome (only two groups a month); no training is conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Remedial Reading

ESEA Title I

• target audience

Mainly grade 7.

• financial requirement

First-year costs ran $360.42 per pupil due to the need for special instructional materials for individualized teaching. Third-year costs ran $193.92 per student.

• program evaluation

The mean gain for the 104 participants during FY 1972 was 1.3 years. The average achievement prior to project was 2.65 years in six years of schooling.

Financial and evaluation data were collected in 1971-72.

• contact

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Reading/English Rotation
  Project
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McDuffie County Schools
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USOE JDRP Approval: 4/4-5/73
JDRP Number: 35

PROJECT: PROJECT READING IMPROVEMENT

• description

The project attacks the problem of reading deficiencies of children in grades 1-8. One-to-one instruction is provided by 10 tutors for 1st graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. The 13 reading laboratories are each staffed with a specially trained reading teacher and a paraprofessional assistant. Eleven are certified as reading teachers and two are working toward reading certification in addition to their elementary grades certification. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45-minutes laboratory instruction each day. The laboratory periods are scheduled so that they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or less so that much individual instruction may be given. The standard reading lab is divided into three parts: the first is usually small-group work in word analysis; the second is for reading specific material listed on student's folder; the third is all individual work designed to meet individual needs. Children's reading skills are diagnosed in 277 separate areas and prescriptive instruction provided to correct deficiences found. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals during the year. Primary emphasis is on comprehension but vocabulary, speed, and accuracy are also stressed.

• materials used

Laboratories use both teacher-made and commercial materials. Use is made of appropriate AV materials as well. A cross-index system of materials designed to develop particular skills is maintained. Much utilization of high-interest, low-difficulty materials occurs. Instructional games and materials are used to stimulate genuine interest and provide for total involvement.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Reading Skills
Diagnostic/Prescriptive
Individual Instruction
Small-group Instruction

ESEA Title I

• target audience

Tutorial Program - 160 children grade 1, who score the lowest percentiles on achievement tests. Laboratory Program - 650 children grades 2-8, who need remedial reading instruction, indicated by low scores on standard tests.

• financial requirement

The total cost of this project is approximately $396 per student per year (FY-75). This cost includes the pro rata cost of staffing, equipment, materials, and supplies. Set-up costs for a new lab would include an additional $3000 for equipment plus a reasonable allowance for materials.

• program evaluation

Laboratory participants are pretested in September and posttested the following April. The project objective was an average 1.5 years grade equivalent gain for all participants during the 7-month test period. The actual gain achieved during this period was 1.8 years grade equivalent. This calculates to 2.6 months gain per month of laboratory instruction.

Financial and evaluation data were collected in 1974-75.

• contact

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USOE JDRP Approval: 10/18/74
JDRP Number: 74-103

PROJECT: READING IMPROVEMENT PROGRAM - SECONDARY SCHOOLS READING LABORATORY

• description

Reading Improvement Program - Secondary Schools Reading Laboratory provides an individualized reading skill program for economically and educationally disadvantaged secondary students in five eligible Wood County junior high schools, two eligible Wood County senior high schools and one parochial junior-senior high school.

Through preservice training, the reading consultant and the Wood County reading supervisor provide models and suggestions for the organization and management of the Reading Laboratories. Each lab is staffed with a teacher and an aide, who work with 60 students daily in groups of 12 for 50-minute sessions. Each student's reading deficiency is diagnosed and a reading skill improvement program is developed for remediation of the deficiency. The management system devised for the operation of each laboratory provides the students with independence, responsibility, and success.

Approximately 90% of each student's laboratory experience is used for individualized instruction; thus allowing time for group instruction.

• materials used

When the Reading Improvement Program for secondary schools was initiated two years ago, the materials purchased dealt with five basic areas of reading - auditory and visual perception, vocabulary, word attack skills, comprehension, and motivational materials. Tapes, films, filmstrips, records, and many high interest, low-vocabulary books were utilized.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Educationally Disadvantaged Students
Diagnostic/Prescriptive
Reading Skill Mastery
Continuous Progress

ESEA Title I

• target audience

Four hundred and forty-five students were targeted from eligible junior and senior high schools; students reading one year or more below grade level.

• financial requirement

The initial implementation of the project averaged $373.87 per pupil. It is anticipated that ongoing maintenance will consist primarily of instructional salaries with a minimal amount expended for purchase of equipment, materials, and contractual service for equipment maintenance.

• program evaluation

Individualized prescriptions were written and weekly evaluations were conducted. Continuous progress assessments were made to assure that all students experienced success. Standardized test evaluation (Stanford Reading Achievement Test) indicated that participating students showed statistically significant gains between pre- and posttesting period.

• contact

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USOE JDRP Approval: 7/1/76
JDRP Number: 76-84

PROJECT: READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

• description

This program combines a multidisciplinary guidance approach with a corrective reading program. The thrust is to identify the child's problem and to assist him/her to function better. The processing elements include teacher referral, initial diagnosis, individual treatment program, and continuing assessment of child's progress. Referrals to other programs and agencies are made for child whenever necessary. The project uses a reading services program for two basic functions: (1) a corrective reading component to treat reading as a causal factor in child's progress, and (2) a reading services program to treat reading difficulties as a symptom of other problems (social, emotional, physical, etc.) adversely affecting developmental progress. Each program participant evaluated by guidance/psychological/psychiatric team with output to remedial reading and classroom teachers.

• materials used

Wide range of multimedia materials secured or produced to meet individual learner modality.

• services available

Awareness materials are available; visitors are welcome (during school year); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

- Affective Education
- Personal Development
- Diagnostic/Prescriptive
- Group Counseling

ESEA Title I

• target audience

K-10 pupils reading below grade level. Concentration of services is on the K-2 level.

• financial requirement

Total cost of ongoing program approximately $680 per student (1975-76). Estimated start-up costs per teacher $1000-1500 depending on materials and equipment purchases required.

• program evaluation

Cognitve evaluation - The CTBS, CAT, and Informal Reading Inventory used. Objectives have been met consistently. Affective evaluation - Instruments were developed locally. Objectives met in positive attitudinal changes with respect to school, peers, and selves.

• contact

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USOE JDRP Approval: 12/16/74
JDRP Number: 74-124

PROJECT: READING LABORATORIES

• description

Reading laboratories are developed and designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement. The laboratories are developed for high concentration in the improvement of basic reading skills. A reading laboratory staffed by one special reading teacher and a paraprofessional accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his needs. Students' prescriptions include programmed and self-instructional materials. Emphasis is placed upon inservice education focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory services and support.

• materials used

Many materials used are programmed and self-instructional, and are both purchased from a variety of vendors and developed in-house.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (coverage of expenses will depend on situation).

• descriptors

Remedial Reading

ESEA Title I

• target audience

Children ages 6 to 18

• financial requirement

Reading expenditures averaged approximately $200 per student. This includes all administrative and back-up support services. (Project staff noted that past experience and thrust in the reading area provided for easier organization and utilization of previous projects' materials, equipment, and staff.)

• program evaluation

The results of the Gray Oral Reading Test showed 1.39 years average gain. Normal expectation for such a low group would be less than .3 years. The individualized laboratory approach also appeared to minimize student negative behavior through individual and positive reinforcement.

Financial and evaluation data were collected in 1972-73.

• contact

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USOE JDRP Approval: 10/18/74
JDRP Number: 74-107

PROJECT: READING PROJECT

• description

A well-developed approach to classroom management through systematic behavioral reinforcement for academic and nonacademic behavioral accomplishments included achievement, competition, peer recognition, adult approval, and primary reinforcers linked with a token reward-feedback system. Points and smile stickers are earned for attendance and doing good work. Small prizes can be obtained for reading books. Membership in special "clubs" is open to pupils who reach specific achievement criteria, and children with a designated amount of earned points are invited to participate in high strength activities such as popcorn parties. Parental involvement is a strong component of the program.

• materials used

Among the materials most commonly used for instruction were reading texts from Science Research Associates, Conquests in Reading, and various teacher-made response materials.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Reading

ESEA Title I

• target audience

Students grades 3-6.

• financial requirement

Cost per pupil will vary according to personnel costs.

• program evaluation

The project met, surpassed, and almost doubled the objective criterion of 0.1 grade level gain per month in reading skills. The children more than doubled their baseline learning rates while participating in the project.

• contact

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USOE JDRP Approval: 10/18/74
JDRP Number: 74-108

PROJECT: REMEDIAL READING (Title I)

• description

Flagstaff's Title I program is a practical, direct, and workable program of daily remedial reading classes which effectively improves the reading skills of low-achieving students, grades 2-9. Small groups (3-7 elementary, 7-12 junior high) are instructed according to a teacher-designed remedial plan following administration of a diagnostic test battery. Class duration ranges from 30 to 55 minutes depending on grade level. Wide latitude occurs in instructional and organizational methods as teachers adapt to the specific requirements of their students.

(A Project Information Package is now being developed on this project.)

• materials used

Program guided by locally developed corrective and remedial handbook, and diagnostic and prescriptive summary forms. Teaching materials: commerically available remedial reading programs or teacher-constructed.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); no training is conducted out-of-state; project staff may be able to attend out-of-state conferences (expenses are covered).

• descriptors

Reading
Diagnostic/Prescriptive
Basic Skills
Parent Involvement

ESEA Title I

• target audience

Target schools established by Title I low-income guidelines. Student eligibility based on low achievement (stanines 3 and below) on appropriate SAT subtests. Grades 2-9.

• financial requirement

Current Title I funding approximates $268 per pupil for 750 students; 93% of budget covers teacher salaries and fixed charges. Administrative, supervisory, and secretarial costs absorbed by the district. Each participating school has at least one fully-equipped remedial reading classroom. In 10th year, materials and equipment, acquisition run under $7000.

• program evaluation

Program objectives measured by Gates-MacGinitie Reading Test. Evaluation data compiled annually according to state Title I guidelines. 1974-75 data show that mean gains exceeded one year in vocabulary and comprehension at every grade level, though the term of remediation was less than a year in all cases.

• contact

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Title I Remedial Reading
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USOE JDRP Approval: 4/4-5/73
JDRP Number: 31

PROJECT: REMEDIAL READING AND HOME/SCHOOL LIAISON PROGRAM

• description

The Remedial Reading Program, which is school-based, will assist pupils who need extensive supplementary remedial instruction in the area of reading. This program, at the upper elementary and secondary levels, serves students who are most in need and are at least a year below grade level. The Home/School Liaison Program serves as a direct communication link between the Title I Remedial Reading Program and the parents to insure better understanding and cooperation. Through home visits to these Title I parents, preschool children with high risks for learning difficulties are identified. Assistance and materials are given to parents for readiness activities to aid these children.

(A Project Information Package is now being developed on this project.)

• materials used

Remedial Reading: Performance objectives, pre/posttest instruments, instructor's handbook, diagnostic instruments, student record-keeping folders, individualized learning materials, and program description.

Home/School: Diagnostic instrument and preschool developmental learning materials.

• services available

Awareness materials are available; visitors are welcome any time; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Remedial Reading
Diagnostic/Prescriptive
Early Screening
Home-based Operations

ESEA Title I

• target audience

Remedial Reading: Students most in need and at least one year below appropriate grade level. Home/School: Title I students and their preschool siblings.

• financial requirement

Start-up equipment costs an average of $15 per pupil with curriculum materials averaging $18 per pupil. After year one, ongoing curriculum materials cost an average of $12 per pupil. A director at three-quarters time and a full-time secretary can coordinate program operations.

• program evaluation

Attainment of program objectives was assessed through a comprehensive, outside evaluation design. Its primary focus concentrated on product outcomes as relating to total project impact. A secondary focus dealt with perceptions and concomitant interactions of various groups which also reflected instructional goals.

• contact

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USOE JDRP Approval: 4/9/73
JDRP Number: 29

PROJECT: RIGHT TO READ: WILSON JUNIOR HIGH SCHOOL

• description

Right to Read differs from many previous attempts to solve reading problems.. It is a process not a program. It gets at causes not symptoms. It depends on commitment not money. Right to Read is a national effort to eliminate illiteracy and turn kids on to learning.

It requires that users do a needs assessment to find out precisely what is needed. Planning is based upon the needs assessment results. Implementing the plan involves professional development so that teachers can work together to bring about change. Through sharing, we build upon each other's strengths, and we find quicker and better solutions to our problems.

Woodrow Wilson Junior High (grades 7-9) draws from an urban area and is ethnically balanced. The major thrust is to get teachers to teach reading as it relates to their particular content area. Cross-age tutoring, community volunteers, and teacher assistants help increase reading efficiency at all levels of development. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention.

Emphasis is on developing the staff - taking the good teachers and making them into better ones.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Right to Read Assessment and Planning Handbook (available from your State Right to Read Director), State adopted and other commercially prepared materials covering a range of reading abilities and student interest have been utilized. Our own management system with criterion-referenced objectives and teacher developed tests provide the basis for our diagnostic/prescriptive approach.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Content Area Reading
Needs Assessment
Professional Development
Cross-age Tutoring

• target audience

Pupils in junior high, middle school, or high school.

• financial requirement

Adopter must be willing to reevaluate the cost effectiveness of current program. The Right to Read process gives direction to a school or system without sacrificing local autonomy. All financial decisions are made locally with respect to determined needs and priorities.

• program evaluation

Evaluation data (CTBS) show that over the 6-month period between pre- and posttesting, the average growth in vocabulary was 11 months or 1.8 months growth for each month of instruction. In comprehension, the average growth was 18 months or 3.0 months growth for each month of instruction. The total reading score indicated that the average growth was 14 months or 2.3 months for each month of instruction.

• contact

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Woodrow Wilson Junior High
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USOE JDRP Approval: 3/25/74
JDRP Number: 74-21

PROJECT: SCHOOL VOLUNTEER DEVELOPMENT PROJECT

• description

The School Volunteer Development Project has developed a delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics. The project includes: (1) an overall plan for a delivery system of volunteer services and the accompanying support materials; (2) recruitment procedures to generate a resource pool of volunteers; (3) training for volunteers and teachers who use these services; and (4) evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in either rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are followed by inservice training for classroom teachers.

Schools or districts which adopt the project must appoint someone to coordinate the project (can be an existing staff member or a volunteer), operate the project in at least one school, and evaluate the effect of the project on student achievement.

• materials used

The multimedia Starter Kit for the utilization of volunteer services contains three administrative reference books; introductory training materials (two filmstrip/tapes); and eight modules with individual cassette directional tapes for the training of volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor-training and two additional reference books are offered as optional items.

Awareness materials are available free, and a filmstrip/tape overview from administrator's point of view is available on loan.

• services available

Awareness materials are available; visitors are welcome (two-day sessions held the third Wednesday through Thursday of each month); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Volunteers
Tutor Training
Reading & Mathematics
Parent & Community Involvement

• target audience

Students, K-12, particularly those in grades 2-6 who are functioning one or more years below national norms in reading and mathematics; teachers who desire tutor assistance; community members able to volunteer.

• financial requirement

Based on paid coordinator, the total per pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). These costs could be less, however, if the adopting school or district used an existing staff member or volunteer to coordinate the program.

• program evaluation

A pretest/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6. Results of data analysis indicat that those pupils in grades 2-6 one or more years below national norms who were tutored by project volunteers made significant achievement gains over non-tutored control groups.

• contact

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USOE JDRP Approval: 12/18/75
JDRP Number: 75-79

PROJECT: SDR: Systems Directed Reading

• description

Systems Directed Reading's goal is to improve students' word attack and reading comprehension skills. Each student's individual needs are identified by teachers and reading specialists. The classroom model uses a differentiated staffing pattern in which unit leaders direct unit teachers and instructional aides. A nongraded format is anchored by a basal series and assisted by a 1000-item skills bank in each school. All classrooms have Systems 80 reading machines and listening centers. Each school also has a diagnostic reading center that enrolls approximately 50 pupils (grades 1-5) who have developmental reading problems.

The project supports a wide variety of teaching and learning styles. The approach is aimed at children's learning modes.

• materials used

Word attack and comprehension skills hierarchy, skill banks are available and can be purchased and adopted separately.

• services available

No awareness materials are available; no visitors at this time; no training is conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Reading
Diagnostic/Prescriptive
Differentiated Staffing
Cross-grade Grouping

• target audience

Primary focus has been K-5 (all ability levels), but middle schools can use the program in language arts classes.

• financial requirement

Monetary costs depend upon degree of adaptation. Phase-in over a three-year period is recommended. Year one costs normally range $4-$6 per pupil.

• program evaluation

Evaluation data show that SDR reading procedures have decreased the number of reading problems by 73%.

• contact

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USOE JDRP Approval: 6/6/74
JDRP Number: 74-83

PROJECT: PROJECT SMART (Success In Mathematics Through Aural Reading Techniques)

• description

The focus of Project SMART is to individualize mathematics instruction using locally prepared tapes and student study sheets. Each student has a tape player equipped with earphones that allows him/her to proceed at rate commensurate with ability. Recording math lessons relieves the teacher of necessity of merely dispensing information so that he/she is free to work with students individually. Also tapes permit student to make progress in math even if he/she reads poorly.

Demonstrations and training available between October and April. Potential adopters should spend three to four days on-site for preservice training at any time convenient for adopter and D/D.

• materials used

Materials provided by program include: cassette tapes and corresponding student study sheets, keys to tests, class progress sheets, teacher manuals, and achievement tests. Sample lessons and training manual available.

• services available

Awareness materials are available; visitors are welcome any time; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Individualized Learning
Mathematics
Diagnostic/Prescriptive
Traditional Content

• target audience

Students of all abilities, grades 5-6. Complete curriculum in mathematics.

• financial requirement

Start-up costs will run approximately $1400; cost per pupil for three years will be approximately $2.80.

• program evaluation

Students in experimental and control groups were pre- and posttested using Stanford Math Achievement, Math Symbols, and Vocabulary, and Volusia County Math Survey Tests. Groups were heterogeneously matched for grade at comparable mathematical ability. On all tests, gains favored experimental group at .01 level.

• contact

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USOE JDRP Approval: 12/6/74
JDRP Number: 74-90

PROJECT: SYSTEMATIC TEACHING AND MEASURING MATHEMATICS (STAMM)

• description

The major thrust of the program is to provide continuous progress in mathematics for the entire school experience of all students - kindergarten through senior high school.

The process and products of which the Jefferson County Mathematics program is comprised form a complete system that can be adapted or modified by other districts. A framework of objectives, and well-defined processes of diagnosis, instruction, and assessment are promoted. Students are recycled into development and maintenance objectives after initial exposure to introductory objectives. Careful monitoring of a student's progress, measurement of minimum competencies, and the promotion of alternative courses at the high school level are featured.

• materials used

Materials used include: instructional teacher resource packets, criterion tests, objectives listings, student record cards, functioning item pool for mathematics objectives, defined process of test and development, comprehensive listing of commercial system management models, and suggested teacher training model.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Continuous Progress
Criterion Testing
Management by Objectives
Systematic Management of
Instruction

• target audience

Kindergarten through senior high geometry.

• financial requirement

Start-up costs to get the essential materials which include guides, tests, instructional packets, and reproduction costs are $1.83 per pupil. Maintenance costs of 50¢ per student per year to duplicate instructional materials.

• program evaluation

Pupil progress was measured with criterion tests. Achievement was measured for grades 6 and 8 on standardized tests (CTBS). Longitudinal data for a four-year period was used to show trends in pupil achievement related to program use.

• contact

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USOE JDRP Approval: 6/23/76
JDRP Number: 76-87

PROJECT: SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII)

• description

Project SAII provides for a systematic instructional program in the basic skill areas of reading and mathematics. The project has developed criterion-referenced tests and learning modules for 155 reading skills, i.e., readiness, phonics, syllabication, and structural analysis plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions plus student worksheets to accompany over 400 paperback books, e.g., Profiles in Courage, Henry Huggins, Little Red Hen, etc. Each set of questions has been divided in lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage any of the component parts. The program can be adopted in any or all of the following areas: diagnosis (criterion-referenced tests - math and reading), basic skill development (learning modules in reading and math, or comprehension components of reading).

• materials used

Skills hierarchies, instructional objectives, criterion-referenced tests, learning modules, higher-level questioning strategy. Adopters can purchase, at cost, a print-ready set of materials. Master tapes may be borrowed and reproduced. At least one cassette playback per 12 pupils is needed.

• services available

Awareness materials are available; visitors are welcome (October through March); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Basic Skills
Diagnostic/Prescriptive
Continuous Progress
Improved Comprehension

• target audience

Pupils grades 1-8.

• financial requirement

Training: A three-day pre-adoption workshop is required. Consultant help is available at cost.

Costs: Print-ready set of Project materials is available at cost. Diagnostic Tests: $16 - Reading; $20 - Math; Learning Modules: $60 - Reading; $110 - Math; Comprehension questions - $150; games to accompany reading learning modules - $15.

• program evaluation

After implementation of the project, a dramatic reversal of a declining trend in academic ability at the project school occurred. Evaluation data also showed a positive impact on academic progress of project students. Copies of the Evaluation Report are available from Dr. Mark Greene, Northwest Regional Educational Laboratory.

• contact

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 15

PROJECT: TEAMS-GAMES-TOURNAMENT (TGT)

• description

Teams-Games-Tournament (TGT) is an instructional method that reorganizes the classroom by dividing pupils into four to five member groups of varying ability. Individual group members then compete against members of equal ability from other groups to score points for their teams. Grades are awarded to each group member on the basis of points scored by the entire group. The TGT instructional method is appropriate for any curriculum unit (grades 3-12) that offers basic skills or factual information to heterogeneous groups.

Teachers may use only the TGT Teacher's Manual or may include the worksheets and games already developed by the Center. TGT is designed to supplement traditional lecture or drill methods, individualized instruction, or performance-based instruction. The TGT instructional process is carefully sequenced to enhance academic achievement but teachers may adapt and change elements to meet certain objectives.

TGT curriculum units are designed for six to eight weeks' use in each class period, although shorter units may be completed in three to four weeks. The units help to improve basic skills, to promote positive pupil attitudes toward schoolwork and classroom experiences, and to increase cooperation through peer tutoring.

• materials used

TGT teacher's manual; sets of games and worksheets covering specific learning objectives; Language Arts, grades 3-5: 11 objectives, 21 games and worksheets; Making Analogies, grades 3-6; 9 games and worksheets; Math, grades 3-5; 12 objectives, 15 games and worksheets; Language Arts, grades 7-9; 16 objectives, 22 games and worksheets.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Basic Skills
Peer Tutoring
Cooperation
Instructional Game

• target audience

Pupils of all ability levels, grades 3-12.

• financial requirement

Language Arts Kit grades 3-6, $110.00. Analogies Kit grades 3-6, $51.00. Vocabulary Kit grades 3-6, $75.00. Language Arts Kit grades 7-9, $127.50. Mathematics Kit grades 3-5, $80.00. Sample package of any subject, including teacher's manual, worksheet, game, etc., $6.95.

• program evaluation

TGT produced significant positive effects on academic achievement in comparison to a control group in all except 7th grade social studies. Measures of achievement included the computations subtest of the math SAT, a divergent solutions test, a three-part social studies achievement test of basic skills, and a treatment specific language arts test, all devised by the authors, the SCAT-STEP social studies subtest, and the Hoyum-Sanders Elementary English Test.

• contact

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USOE JDRP Approval: 12/18/75
JDRP Number: 75-81

PROJECT: TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS, THE BOARD OF EDUCATION OF THE CITY OF NEW YORK (Associated with The Solomon R. Guggenheim Museum)

• description

This intensive, individualized, remedial reading program is presented through the arts. Over a 20-week period, we work with 105 Title I children in reading and reading-oriented arts workshops. The program focuses on improving reading skills through motivation and interest in the arts, and diagnosis and correction of reading weaknesses in reading workshops. Over the 20-week period, each child receives at least three hours of reading instruction out of 12 hours spent at the weekly workshops. They also study mathematical judgments, measurements, and practical use of this knowledge. There are reading-oriented student workshops in the arts, such as dance, crafts-sculpture, theatre, music, drawing, printmaking, mixed-media, film, photography, painting, and multiactivity as well as a parent's workshop. The resources of the Guggenheim Museum are used and field trips and special events are scheduled. Preservice and weekly inservice training are available.

(This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs.)

• materials used

Teacher-made - pupil-oriented. Instructional devices - filmstrips, records, tape recorders, media library, books on the arts, and art and audio visual supplies.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Reading
Mathematics
Aesthetics and Arts
InterJisciplinary

ESEA Title I

• target audience

Grades 4-6. Some 7th graders as apprentices. Children who read at least two years below grade level are eligible as Title I students.

• financial requirement

$375 per student per workshop.

• program evaluation

In the past nine programs (over a period of four and one-half years) the children have improved an average of one to two months in reading for each month they participated in the program. The program is cited by National Right to Read as one of 12 exemplary reading programs in the nation.

Financial and evaluation data were collected in 1974-75.

• contact

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USOE JDRP Approval: 3/25/74
JDRP Number: 74-18

PROJECT: TITLE I CORRECTIVE READING (Wichita, Kansas)

• description

Wichita's Corrective Reading Program is an effective large-scale remedial program that operates in city public and parochial schools. The program provides instruction to pupils in 20 elementary Title I target schools. "Extended-service" plan is operational for eligible pupils who attend 76 elementary public and parochial schools. Special classes are held at each attendance center; standardization is possible through six identifiable phases of the program. Improvement of reading instruction level, vocabulary, and comprehension are program goals. Program is noteworthy in view of pupils' positive reception, demonstrated pupil achievement, team approach, and low cost.

• materials used

Handbook: Team Approach to Reading Success. Twelve schools use one of four systems: ELD's "Listen, Look & Learn"; Hoffman; "Psychotechnics"; Random House "High Intensity." Sixty-six schools use eclectic, multilevel, and multimedia materials.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Corrective Reading
Team Approach
Diagnostic/Prescriptive
Structured Tutoring

ESEA Title I

• target audience

Referrals by classroom teacher, grades 2-6. Eligibility by residence (low-income areas), educational need (below 50% on Metropolitan Achievement Test or below 30% Iowa Basic Skills).

• financial requirement

Start-up costs will run approximately $350 per pupil (based on caseload of 50 pupils). This includes the cost of hiring one special reading teacher and materials and equipment needed for instruction.

• program evaluation

Research department annual evaluation based on pre- and post-California Achievement Test scores. Goal: mean gain 0.8 in grade equivalent per year of instruction.

Financial and evaluation data were collected for 74-75.

• contact

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 28

PROJECT: UPSTAIRS SCHOOL

• description

The program's main goal since 1970 has been to improve the reading ability of educationally disadvantaged students. This includes "taking the student from where he is" to grade level. Our objective has been to demonstrate growth in reading comprehension and vocabulary with a minimum improvement expectation of .8 per year's growth in reading ability for each year of instruction. Improving student self-concept and self-confidence is another important goal.

Incoming 9th grade classes at Roosevelt have consistently been among the "bottom" two or three in the Portland School District in reading skills. Thus, over one-third of the student body are two or more years below their chronological grade level. Classroom teaching for this special program includes an open space classroom divided into five teaching stations plus a central lounge area for individualized interest reading. All students in the program use this classroom for one 50-minute period each day. They are then programmed into either regular or special classes as needed for the rest of the day.

During the 50-minute period spent in open space classrooms, students receive sound training in spelling, penmanship, creative writing, dictation, vocabulary expansion, and reading aloud. Students enter and/or leave and/or return depending upon individual need. An atmosphere of concern, and loving care for each student enrolled is unique to the program. Since the inception of the program, remedial math, remedial English, and remedial social studies have been added. These additions have created a school within a school and the "Upstairs School" is now an alternative school in every sense of the term. Inservice classes for the teaching staff are held for the entire nine-month period. Although dissemination funds are not currently available, it is possible that these will be requested in the future.

• materials used

Mastery Teaching method is successfully used with a variety of reading materials including linguistic materials, basic reading series, magazines and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Remedial Reading
Individualized Instruction
Pupil Motivation
Pupil Involvement

ESEA Title I

• target audience

High school students reading two or more years below grade level.

• financial requirement

Title I funding averages $250 per student with the district providing the usual support services of space, maintenance, supplies and supervision. District further supports the program by financing English, math, and social studies program.

• program evaluation

The CTBS is given each spring to all program participants. Gains in both reading and language arts have been greater than goals set by program.

• contact

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USOE JDRP Approval: 4/4-5/73
JDRP Number: 30

SPECIAL EDUCATION/GIFTED/LEARNING DISABILITIES

PROJECT: PROJECT ADVOCATE

• description

Project Advocate was designed to permit severely emotionally disturbed or behavior disordered children to be educationally remediated in local public school programs, preventing extrusion into hospitals or residential facilities. Support staff from the project functioned as liaisons between community and family. Modification of child's negative interaction patterns occurred through this intervention with all change agents. Support staff also planned and carried out strategies to reintegrate children into public school programs in home communities. Mental health and educational prevention, as well as remediation, were achieved.

Behavioral objectives for each child are reviewed once per month or more frequently by teachers and revised as necessary. The achieved objective is replaced by a higher academic or social goal. Individually prescribed curriculum packages appropriate to each student's needs are used; group instruction and discussion are part of the curriculum.

• materials used

Checkered Flag Reading Series, Search for Values, Reader's Digest Reading Series, Houghton-Mifflin Math Series, Specific Skill Series, Dolch Puzzle Books; Grove-Tex Money Kits, Ideal Perceptual Skills Materials, Values Clarification, Building Language Power Series, Turner Career Guidance Series, Follett Vocational Reading Series, You the Consumer, SRA Reading Modules, and Basic Driver Education. Some materials are developed by teachers as needed.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); no training is conducted out-of-state; project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Parent Counseling
Behavior Therapy/Modification
Diagnostic/Prescriptive Teaching
Case Consultation

• target audience

Children ages 4-16 with severe emotional or behavior disorders; multiple learning handicaps; focus on core academic areas of reading, math, language arts, and social studies.

• financial requirement

Excluding supervisory staff a project may be replicated with a teacher, teacher-aide, speech therapist, parent-student counselor, clerical services, and other support staff and monies at a cost of $4000 to $5000 per student.

• program evaluation

Improvement of children noted on various measures based on pre- and posttest comparisons.

• contact

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USOE JDRP Approval: 7/24/75
JDRP Number: 75-61

PROJECT: ALL CHILDREN TOTALLY INVOLVED EXERCISING (ACTIVE)

• description

Project ACTIVE meets the physical activity needs of all handicapped individuals in a school district or agency. ACTIVE offers: a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program; diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapping conditions; and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation; a total curriculum package that can be implemented immediately; and accountability features to enhance administrator/community support.

Student instruction is based on individualized-personalized teaching/learning strategies. Teacher training utilize a competency-based instruction format, with emphasis on trainee exposure to handicapped individuals in a field setting.

Facilities/Installation: No special facilities are required. Comprehensive programs can be initiated in very limited areas. Ideal recommendation would be a 30' x 60' area removed from other teaching stations. If P.E. equipment is available; cost per school varies from $50 to $300.

Commitment: District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes for a year, the "turn-key" training of one additional staff member, and pre-post data submission to the project.

• materials used

Available teaching model kit includes: a teacher training manual and filmstrip; a low motor ability manual and filmstrip; and seven additional manuals addressed to specific handicapped conditions. Each individualized curriculum unit can be adopted and/or adapted singly.

A price of available materials may be secured from the project.

• services available

Awareness materials are available; visitors are welcome (notify two weeks in advance); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs, assuming no NDN funds); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Physical Education for the Handicapped
Diagnostic/Prescriptive
Individualized Instruction
Competency-based Training

• target audience

All handicapped students; pre-K-12, physical educators, recreation teachers, paraprofessionals, and any others working with the handicapped.

• financial requirement

Pre-pupil cost for implementing a program for every handicapping condition (including one staff member) would be approximately $9. Per pupil cost is reduced to approximately $5 if no staff member is required. Continuing costs will decrease due to availability of initial equipment. Training expenses vary in different states, but usually cost $38.50 (purchase of model kit).

• program evaluation

Evaluation data showed the ACTIVE strategies significantly increased student and teacher performance behaviors. Six pupil research studies reflected significant gains in motor and other psychomotor skills. Over 200 teachers achieved 80% (20 to 25) cognitive and pyschomotor competencies.

• contact

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USOE JDRP Approval: 9/18/74
JDRP Number: 74-97

PROJECT: CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

• description

The CSC is a pupil services delivery system to assist children with learning problems to achieve significant gains in intellectual performance, basic skill acquisition, and personal/social functioning. CSC embraces the disciplines of education, psychology, social work, and speech pathology with consultation from medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources. Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation.

(The Developmental Play [DP] and Positive Alternatives to Suspensions [PASS] are affiliate projects of the Pupil Personnel Services Demonstration Project.)

• materials used

Adopting centers will be provided a list of recommended diagnostic instruments and remedial resources. Adopters will be expected to purchase at cost the following program products: Developmental and Remedial Strategies for Facilitating Students' Academic and Personal Growth and Implementing A Child Study Center: A Manual for Adopters. Available at $1.50 each.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site pays only their own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Interdisciplinary
Learning Disabilities
Diagnostic/Prescriptive
Parent Involvement

• target audience

Children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

• financial requirement

The per learner start-up costs of $22.86 are one-time expenses and are computed on the projected number of students to be served during the first three years of operation. The per learner monthly operational costs of $42.21 include the salaries of all Center personnel. Adopters are encouraged to consider reallocating human resources to minimize financial expenditures.

• program evaluation

On pre- and posttest scores, participating children gained in: (1) intellectual functioning as measured by the Wechsler Intelligence Scale for Children; (2) learning abilities as measured by the Detroit Tests of Learning Aptitude; (3) reading achievement as measured by the Gilmore Oral Reading Test; and (4) productive social/emotional behavior as measured by Teacher and Parent Rating Scales.

• contact

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USOE JDRP Approval: 12/6/74
JDRP Number: 74-116

PROJECT: COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN

• description

The Cerebral Palsy Project serves children 3 years of age and younger having the primary disability of moderate-to-severe neuro-motor handicap with physical impairment severe enough to limit motor activity. Children admitted to the program exhibit feeding, speech and/or language problems. The children receive a panorama of services including physical therapy, psychological, speech pathology, occupational therapy, special education, social service, and medical. Project activities primarily focus on two instructional programs: (1) the Pre-Speech Program, and (2) the Language Stimulation Program. Parents actively participate in their child's therapy program and are involved through individual and group conferences with the project social worker.

To date, 28 agencies in the following states are replicating components of the program: Washington, Oregon, Illinois, Texas, Michigan, Ohio, New Hampshire, New York, Minnesota, and Wisconsin.

• materials used

Staff-developed materials include a variety of different rating scales, guidelines sets, and specially adaptive materials such as wedges and chairs based on neuro-developmental treatment techniques and theory.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site only for confirmed adopters (project staff expenses must be partially subsidized); training is not conducted out-of-state, but two follow-up technical assistance site visits are made to each adopter; project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Neuro-motor Handicapped
Educable Mentally Retarded
Trainable Mentally Retarded
Normal Intelligence

• target audience

Children 3 years of age or younger possessing a primary disability of moderate-to-severe neuro-motor handicap with physical impairment of severe dimensions limiting motor activity.

• financial requirement

Three full-time therapists are required; speech, physical, and occupational. Each must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional three-day workshop. A reasonably well-equipped pediatrics operation would spend approximately $700 in special adaptive equipment. Total cost would range from $1600 to $2500.

• program evaluation

Pre- and posttest data were analyzed using the following: Bzoch-League Receptive-Expressive Emergent Language Scale, Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months gain over 12 months). Data have been collected for three years.

• contact

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USOE JDRP Approval: 9/3/75
JDRP Number: 75-62

PROJECT: CONTRACT LEARNING FOR EDUCABLE MENTALLY RETARDED STUDENTS

• description

This project originated as an effort to use the resources of both a private company and the public school to break through the unsuccessful patterns of the past where educable mentally retarded (EMR) students were placed in segregated facilities with specially trained teachers. Under contract to the Grand Rapids Public School System, Alpha II assembled and organized an individualized reading and mathematics curriculum. This curriculum and classroom management design are similar to those in other learning centers for regular and accelerated students operating in the public schools. Emphasis is placed on a positive approach to learning and student self-management. Techniques that encourage desirable behavior and gradually eliminate undesirable behavior are stressed in both the academic and social areas. All children are scheduled time in special reading and mathematics learning centers established in each building. Activities and materials in the special learning rooms are individualized and student progress is self-paced. Teachers receive inservice training to coordinate learning experiences for EMR students.

• materials used

Evans reading materials are used; other materials are generally already available in schools.

• services available

Awareness materials are available; visitors are welcome by appointment; no training is conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Handicapped Students
Reading & Mathematics
Diagnostic/Prescriptive
Mainstreaming

• target audience

Handicapped, normal, or accelerated elementary students.

• financial requirement

Various components of this program could be adopted; therefore, costs to adopters vary from little or nothing to thousands of dollars. Adopters should plan to have their staff attend a four-day workshop. Some adopter schools may need to purchase reading machines and special materials.

• program evaluation

Evaluation showed: EMR students doubled their reading and math growth rates; attitudes of parents and teachers were influenced positively toward both the program and EMR students; involvement of an "outside" private learning group helped teachers have a significant impact upon EMR student achievement; the cost of teaching EMR students was greatly reduced.

• contact

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USOE JDRP Approval: 1/21/75
JDRP Number: 75-11

PROJECT: EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

• description

The project focuses on high-risk 1st grade pupils by means of an individualized diagnostic/prescriptive curriculum. High-risk children are those who have normal capacity to learn but who begin 1st grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development. The project seeks to develop in these pupils the perceptual, cognitive, and language skills needed to respond successfully to beginning reading instruction. Classrooms are established as primary learning laboratories in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic/prescriptive teaching skills and in individualizing instruction.

Using results of prereading assessments, the teacher prescribes for prereading perceptual needs. Reinforcement, self-correction, self-direction for learning, prereading, and listening skills are interwoven in a full-day 1st grade program that includes small-group reading instruction.

• materials used

Curricular materials ordinarily in use in a 1st grade program are used in ECPC approaches. Materials are coded to assessment system so that all children have educational prescriptions to enhance learning to read. Materials include: Teacher Guide, Catalog of Instructional Resources, Games Guide, Listening Lessons Guide, and Implementation Manual.

• services available

Awareness materials are available; uncertain whether can handle visitors; no training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Diagnostic/Prescriptive
Beginning Reading
Early Childhood
Teacher Training

• target audience

Primarily for identified high-risk 1st grade pupils, but can be successfully used with primary learning-disabled children or any child whose prereading perceptual skills development has limited beginning reading.

• financial requirement

Commercially produced tests and a diagnostic/prescriptive assessment system can be purchased. Basic equipment and material costs will vary depending on existing resources. A suggested minimal list is provided. Redirection of existing fiscal resources rather than added cost is the fiscal key. Reduction of student to teacher ratio to 20 to 1 and cost of paraprofessional aide must be considered.

• program evaluation

Cognitive Abilities Test and Clymer-Barrett Prereading Battery and pre- and posttest measures. Stanford Achievement Test or Metropolitan, may be used as posttest measures.

• contact

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USOE JDRP Approval: 5/23/74
JDRP Number: 74-57

PROJECT: ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

• description

The Engineered Classroom is a diagnostic/prescriptive program that provides individualized instruction and engineering of time and behavior to appropriate handicapped pupils. Pupils are staffed into the Learning Center for supportive help in meeting their educational needs. The model is designed to provide for all mildly handicapped and behaviorally maladjusted pupils in a given attendance area. Pupils referred are evaluated in terms of the apparent educational handicap; a staffing team outlines a program based on needs of child. Learning Center teachers provide direct pupil support and regular classroom teacher support.

• materials used

Good instructional materials for individualized curricula available commercially. Adopter schools should make decisions on materials they want. The program staff will assist in materials selection upon request.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Least Restrictive Alternative Program
Teacher & Curriculum Support
Staffing Team Approach
Flexibility & Adaptability

• target audience

Elementary mildly handicapped pupils. However, centers are being opened in the junior and senior high with the same basic design.

• financial requirement

Exclusive of training, initial cost must include: (1) salaries - teacher and aide ($13,000 in Papillion); (2) material and supplies ($4000 first year); (3) utilities cost per room; (4) furniture and carpet costs; (5) summer program costs if applicable; (6) air conditioning if summer program operates. Cost for first year in Papillion approximately $17,000 for (1) and (2).

• program evaluation

Evaluation data indicate that pupils showed positive gain in all 15 measured objectives in three areas: academic, self-concept, and behavior. Parental, community, and administrative support very positive. Program successful in eliminating labeling of handicapped students.

• contact

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Director
The Engineered Classroom
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(402) 339-3411

USOE JDRP Approval: 6/6/74
JDRP Number: 74-84

PROJECT: PROJECT FAST (Functional Analysis Systems Training)

• description

Project FAST has developed a comprehensive delivery system that uses the combined energies of teachers, parents, consultants, and school administration to target in on the child's developmental and learning processes. Teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, and sequencing of instructional modules all converge on the same objective: to accommodate most pupils as they progress toward optimal functioning in the regular classroom in an ongoing diagnostic, prescriptive, and evaluative process.

A prospective adopter district must identify and clarify its own goals, needs, and objectives. Implementation procedures are geared to districts whose administrators adopt a developmental philosophy. Teachers and other personnel should be allowed to decide whether to participate in the program or not. The administration of a prospective adopter district must be ready to demonstrate support by active participation.

A facilitator to train existing school personnel, specialists from school district or intermediate office, community resource consultants, and parents is necessary.

The project is designed for any normal classroom facility. Rooms should be large enough to set up five to seven learning centers or stations. No additional instructional equipment is needed beyond that usually found in elementary schools.

A prospective adopter district must be prepared to make financial commitments for equipment and supplies, plus five days for three to five of their personnel to attend a workshop to learn how to serve as a facilitator and models.

• materials used

Adopting schools will be given a Project FAST Box containing the Conceptual Model and Teacher Tool Kit, which includes information on: how to observe children, analyze tasks, decipher developmental levels, write prescriptions, organize classroom into learning centers, help students manage their own behavior, utilize support help, share teaching methods, and team with parents.

Slide/tape and videotape presentations on-site. 16 mm film - $20 rental. FAST Box-Training Package, $35.

• services available

Awareness materials are available; vistors are welcome (one group per week); training is conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Diagnostic/Prescriptive
Mainstreaming
Teacher Training
Specialist Support System

• target audience

Students of all abilities, grades K-6, with emphasis o prescriptive programming to students with learning problems in the regular classro

• financial requirement

Exclusive of training, cost per learner is approximatel $10-$32 per year, depending o existing materials (e.g., ov- head projectors, tables, chairs, listening stations taped programs, teachers- o parent-made games). Adopte district should release th to five staff for one week o on-site training.

• program evaluation

Metropolitan Achievement Testing (pre-post, grades 1-6); 145 students diagnosed as having learning problems or disabilities. Prescriptive programs and test data analyzed; highly implemented prescriptive programs compared to low-implemented programs. Reading and math significant for prescriptive programs implemented around program ideas and methods. Evaluation report available on request.

• contact

Mr. Herb Escott, Director or
Ms. Sonja Tweedie, Dissemination
Essexville-Hampton Public Schools
303 Pine Street
Essexville, MI 48732
(517) 893-4533

USOE JDRP Approval: 1/15/7
JDRP Number: 75-4

PROJECT: Project IDEA (Infant Deafness Educational Assistance)

• description

The project assists hearing-impaired children from six months to three years of age by stimulating the growth of developmental skills through an enriched environment and intensive parent training.

The educational emphasis upon developing listening skills is integrated into all aspects of the curriculum. This requires full utilization of the child's residual hearing through appropriate and early amplification. The aim of the amplification is to provide the infant with a consistent and constant functional hearing level.

Parental and child needs are determined prior to the planning of the individualized family programs. Frequent reassessment of educational progress and formulation of new objectives is an ongoing activity. Joint contributions are made by family, teaching staff, psychologist, and audiologist in planning activities.

Psychological and audiological services are available on-site.

Individual tutoring and home visits are provided for all children. A daily nursery school program is conducted for those children and their families over the age of 18 months.

Project IDEA accepts children with multiple handicaps, if the primary handicap is hearing impairment. Also, if the child is over 18-months-old, his/her inclusion in the nursery school is predicated upon the ability to ambulate.

Diagnosis, referral, and placement are available to all children referred to the project who are suspected of responding abnormally to sound. In those cases where the child's major handicap does not appear to be a hearing handicap, the referral would be outside of the project.

• materials used

Commercially available materials intended for infants are evaluated for their contribution to listening, language acquisition, and generalizable experiences. Indoor toys, paints, cooking supplies, animal habitats, music makers, babies' books, climbing sets (stairs, etc), social-bowls, textured materials, water-table, and corn-meal table, all offer good learning experiences. Outdoor toys, such as scooters, tricycles, and other wheel toys allow large muscle use, and some cooperative ventures. Project curriculum and activity book describe materials in more detail.

• services available

Awareness materials are available; visitors are welcome (prefer month's notice); training may be conducted at the project site; no training is conducted out-of-state; project staff cannot attend out-of-state conferences.

• descriptors

Infant Education
Parent Education
Deaf (Hearing Impaired)
  Education
Developmental Model

• target audience

Project IDEA serves all infants between six months and three years who are suspected of being abnormally responsive to sound and their parents living in Santa Clara County of California or neighboring counties without services.

• financial requirement

The cost per student ranges from $5000 to $7650 per year, depending upon the number of children and families. The cost varies from region to region for adopters. The budget provides for salaries (teachers, instructional aides, audiologist, and psychologist as well as project secretary), transportation (teacher reimbursement for home visits and parent reimbursement for travel to project), and supplies.

• program evaluation

Evaluation data show that children average one month's growth in developmental skills for every month in program attendance. This gain is far above that expected for hearing-impaired children.

• contact

Margaret Wood
Project IDEA
Coventry School
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Campbell, CA 95008
(408) 379-2580

USOE JDRP Approval: 6/3/74
JDRP Number: 74-44

PROJECT: PROJECT LEARNING DISABILITIES: Early Identification and Intervention

• description

Project Learning Disabilities' overall goal was to identify children with learning disabilities in kindergarten and remediate them within the structure of the regular classroom and/or resource room. It was anticipated that working with these children in K-2 grades would enable them to function successfully in a regular 3rd grade classroom. To achieve these objectives, activities were conducted in student, teacher, and parent components.

The project is based on techniques for screening children at the kindergarten level. Instructional prescriptions are developed for each student. Classroom teachers are trained to identify and remediate learning disabilities students. Parents are actively involved in education of children.

Adopting school administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing depends upon the availability of teachers who have training and/or experience with children with learning disabilities. Facilities and space found in any typical elementary school are adequate to the program's needs.

• materials used

Training manual, behavior checklist, prescription guidebook, parent guidebook, and teacher handbook.

• services available

Awareness materials are available; visitors are welcome by appointment; one- or two-day training sessions are held at the developer's site or at the adopter's site; for training at the project site, adopting sites pay only their own costs; for training out-of-state, adoption sites must pay exemplary project site costs; project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Early Identification
Mainstreaming
Parent Involvement
Learning Disabilities

• target audience

Pupils in kindergarten and grades 1-2.

• financial requirement

Start-up cost varies according to personnel available. School districts must have learning disabilities resource teacher and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment.

• program evaluation

The evaluation plan for the first year of the project was a pre- posttest designed from data collected only from the targeted students. During the second and third years of the project, the evaluation design was changed to reflect data collected both from the target students and from a control group.

• contact

Ms. Anna Hundley
Project Learning Disabilities
731 St. Charles Avenue
New Orleans, LA 70130
(504) 524-8592 Ext. 351

USOE JDRP Approval: 4/9/73
JDRP Number: 9

PROJECT: NORTHWEST SPECIAL EDUCATION (NWSE)

• description

NWSE is a training program for teachers willing to assume in-depth teaching responsibility for LD students in regular and/or other classrooms. Training includes individualized procedures for LD assessment, instruction, and evaluation described in a kit which contains the organizational structure and forms for implementation.

The team approach (with the teacher in mind) is established by provision for weekly staffings and consultive support. Identification of LD students, complex assessment, and prescriptive procedures require the availability of resource personnel at the adopter site. These specialists serve as turn-key trainers.

NWSE is a process that facilitates goal-directed teaching for the purpose of developing experimental curriculum for LD students.

• materials used

NWSE Training Kit, locally developed "Kits for Kids" (actual examples), Classroom and workshop tested ideas that have worked.

• services available

Awareness materials are available; visitors are welcome by appointment (Spring/Fall preferred); training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Learning Disabilities
Experimental Curriculum
Teacher Training
Mainstreaming

• target audience

LD students and teachers (regular and/or specialized).

• financial requirement

Adopter staff training is considered necessary both prior to and during implementation. Intermittent staff training is recommended. Training, per diem, and travel costs are negotiable.

The anticipated and continuing costs assume availability of special education personnel and resource materials. Project developed materials may be reproduced and are available in the Training Kit @ $10.

• program evaluation

Evaluation data showed that participating students significantly increased in learner change in academic areas. Students, teachers, and parents recognized increases in self-confidence and renewed interest in learning. Teachers reported increased skills in: stating behaviors in specific terms, awareness of progress/no progress, and curriculum development and evaluation.

• contact

Joan Bonsness
Project Director
Burke-Central School
Lignite, ND 58752
(701) 933-2532

USOE JDRP Approval: 1/15/75
JDRP Number: 75-7

PROJECT: PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

• description

Model for expanding speech therapy delivery through training of paraprofessionals as communication aides. Supportive personnel provide therapy to mild or moderately articulatory disordered children.

• materials used

Commercial as well as locally prepared materials and record keeping forms.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Speech Impaired
Paraprofessionals
Operant Programs
Public Schools

• target audience

Mild or moderately articulatory disordered children grades K-12.

• financial requirement

No special facilities are required. Costs would include employment and training communication aides and instructional materials.

• program evaluation

• contact

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Project Director
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(319) 754-5771

USOE JDRP Approval: 12/6/74
JDRP Number: 74-117

PROJECT: PRE-KINDERGARTEN PRESCRIPTIVE TEACHING PROGRAM FOR LEARNING DISABLED CHILDREN

• description

The Pre-Kindergarten Prescriptive Teaching Program has three major purposes: (1) to identify children with potential learning handicaps; (2) to provide them with appropriate instructional experiences; and (3) to develop and refine curriculum.

A project-developed screening test identifies the children most in need of the program. Parents of 4-year-olds are contacted to encourage their participation in the screening. Selection of participants is made on the basis of a child's test score and his/her test-taking behavior. Parent comments, and information from community agencies, also influence the final selection.

The instructional component of the program is in operation four days a week from September through May. A teacher and a paraprofessional aide conduct two class sessions of 15 students each. The children attend class two and one-half hours a day in a centrally located elementary school. After an adjustment period of about two weeks, each child is pretested with project-developed inventories designed to measure specific skills. Hearing and vision tests are also given. These initial test results, and ongoing testing, determine the instructional program to be followed by the child.

Large groups, small groups, one-to-one instruction, and learning centers are some methods that facilitate acquisition of basic skills. Teachers use extensively materials found in a typical kindergarten classroom. On-site training is available to school districts committed to implementing a program like this. Training team members should have at least four persons involved with learning handicapped preschool or elementary children. These could include the regular as well as the special classroom teacher, school psychologist, speech therapist, consultant, or principal. Priorities will be given to those districts that include an administrator on the team.

• materials used

Fargo Pre-School Screening Test.

Pre-Kindergarten Curriculum, consisting of sequenced skills in language arts, mathematics, science, health, motor skill development, and social experiences.

Language arts and math inventories, consisting of key pre-posttests within the language arts and math curricula.

• services available

Awareness materials are available; visitors are welcome by appointment (October through April); training is conducted at the project site (adopting site pays only their own costs); out-of-state training can be arranged, contact coordinator for further details (expenses must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Screening
Early Identification
Early Intervention
Cognitive Orientation

• target audience

Prekindergarten and kindergarten children with average or above average intellectual ability who have auditory, visual, motor, or language problems.

• financial requirement

Training costs include one workshop packet ($15.00 per teacher); other costs are for local screening test ($7.50) and curriculum materials and guide ($24.50). Operational costs include salaries for one teacher, support, and ancillary staff per instructional unit of 30. Supplies range from $350.00 to $500.00 per year. Initial equipment costs from $500.00 to $2000.00.

• program evaluation

Evaluation was a pre- posttest design with data collected on target and control-group pupils. A locally designed screening test, criterion-referenced language and math inventories, and Stanford-Binet were administered to both groups. A four-year longitudinal study indicates that the achievement level of Pre-Kindergarten graduates is commensurate to all other students at same grade level.

• contact

Ms. M. Renee Stern
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Fargo Public Schools
District Office
1104 2nd Avenue South
Fargo, ND 58102
(701) 235-6461

USOE JDRP Approval: 2/25/75
JDRP Number: 75-12

PROJECT: PRECISE EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (PEECH)

• description

The PEECH Project serves handicapped children 3-6 years of age, functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or physical problems. The majority of children are identified through community-based round-ups designed to screen all young children. Children identified as high risk receive an in-depth, psychoeducational assessment to determine eligibility.

Children are enrolled in a classroom program a half-day, five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Instruction is provided through preplanned large-group, small-group, and individual activities. Characteristics of the program are: daily classroom planning and evaluation sessions, positive approach to behavior management, comprehensive record-keeping system, extensive training and involvement of paraprofessionals as teachers, and internal and external evaluation.

Families are involved through an extensive, individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as books, records, and toys for their children.

One staff member should be assigned responsibility for and provided with the time necessary to coordinate screening, child assessment, classroom programming, staff training, and evaluation as well as act as liaison with the PEECH demonstration site. Quality service is provided by one head teacher, one paraprofessional, and ancillary service from a speech and language terapist, psychologist, social worker, and occupational therapist, although a basic program can be implemented by a trained teacher and paraprofessional.

• materials used

A combination of commercial and project-developed printed and audiovisual materials are used to train staff and implement the project. Areas covered include: administration; location, screening, and diagnosis; classroom observation and programming; family involvement; hiring and training paraprofessionals; staff development; record keeping, and program evaluation.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Early Childhood; 3-6
Special Education
Systematic Programming
Family Involvement

• target audience

Handicapped children ages 3-6 and their families.

• financial requirement

Cost: per pupil cost for the 1974-75 school year was estimated at $21.02 per attendance day. The average cost for a child enrolled for a full school year would be approximately $2800.00. Cost data supplied by two projects fully replicating the PEECH model indicate that sustaining costs averaged $12.50 per child per attendance day.

• program evaluation

Data obtained on an initial evaluation compared five model programs. Subsequently, the approach was evaluated with children with a wide range of handicapping conditions, excluding only the severely blind, and deaf. Further, data have been obtained from five replicating sites, and from 10 sites on parent satisfaction.

• contact

Dr. Merle B. Karnes
Project Director
PEECH Project
Colonel Wolfe School
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Champaign, IL 61820
(217) 333-4890

USOE JDRP Approval: 11/10/75
JDRP Number: 75-74

PROJECT: RE-ED SCHOOL OF KENTUCKY

• description

Re-Ed School is a regional program serving seven counties to provide short-term treatment in both residential and satellite (day care) classes for emotionally disturbed children unable to function in regular classrooms. The objective is to help the child achieve just enough reorganization to allow him/her a higher probability of success than of failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Biweekly meetings with parents are designed to encourage parental positive behaviors as well.

Individualized academic and behavior modification programs based on problem identification and educational pretesting. Goal-oriented record keeping on each child by team of liaison teacher-counselor, day teacher, children's program specialist, educational specialist, and others.

Re-Ed is the only facility in the nation which has taken a mental health concept into an educational setting and successfully joined the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed children. Children are referred through the local school, with parental permission. When accepted, a child's program includes therapy at a comprehensive care center if needed. Written monthly reports are sent to the referring teacher about behavioral and academic achievement. Parents are involved in child management program. Marital counseling is provided at comprehensive care center for parents if needed. Visits to Re-Ed from referring school's counselor and principal, etc., are all geared to keep parents and school secure in the belief that the child belongs to them and that Re-Ed is a temporary, noninstitutional placement.

• materials used

Commercial and teacher-made materials designed for high interest with behavior disordered students. Token economy systems. Diagnostic and pre- posttesting program. Parent group manual for group leaders is being developed.

• services available

Awareness materials are available; visitors are welcome; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses are covered).

• descriptors

Emotionally Disturbed
Parent Involvement
Handicapped Children
Behavior Disorders

• target audience

Pupils in grades 1-6, of average or above academic/intellectual potential, exhibiting characteristics of emotionally disturbed children as defined by state guidelines; particularly age-inappropriate behavior.

• financial requirement

Residential: Initial cost depends upon facilities and support available. Cost per child per day is approximately $30.

Satellite: Re-Ed concept can be adapted into district's special education program as special class plan or resource room plan. Re-Ed cost per day is approximately $20.

• program evaluation

Behavior checklists are completed prior to entry, weekly during enrollment, and at six-month intervals for two years following termination. Complete academic testing program. Results show 80-85 maintain functional behavior and academic progress after return to regular school program.

• contact

Donald R. Alwes, Director or
Phyllis M. Rees, Asst.
Director
Re-Ed School of Kentucky
1804 Bluegrass Avenue
Louisville, KY 40215
(502) 366-9385

USOE JDRP Approval: 4/9/73
JDRP Number: 39

PROJECT: REMEDIATION FOR CHILDREN WITH LEARNING DEFICITS THROUGH PRECISION TEACHING: THE SACAJAWEA PLAN

• description

The overall intent of Precision Teaching is to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision Teaching procedures have been used not only to identify these students but as remediation tactics. A resource room was provided for students with more severe learning deficits while the regular classroom dealt with minimal problems. One-minute practice sheets were used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures were employed using both the manager and the student for recording and charting. Curricular decisions were based on available data.

Instructional methods include one-minute practice sheets, rate count, learning growth, and data-based decisions.

• materials used

Standard behavior chart, materials bank (teacher-made), stopwatch/mini-timers, and appropriate classroom materials.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site; training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Precision Teaching
Basic Skills
Screening
Continuous Measurement

• target audience

Grades K-6, all ability levels.

• financial requirement

Aside from staff, instructional costs have been estimated at $8 per child per week. Equipment costs are estimated at $200 per resource room.

• program evaluation

Of the 19 experimental/control groups comparisons analyzed by the T-test technique, 14 of the experimental groups were significantly superior on the posttest.

Experimental group became superior to or caught up with and/or passed control group 15 (79%); no difference between experimental and control group 3 (16%); control group superior to experimental group 1 (5%).

• contact

Ray Beck
Precision Teaching Project
Special Education Center
801 2nd Avenue No.
Great Falls, MT 58401
(406) 761-5800 Ext. 286

USOE JDRP Approval: 5/6/75
JDRP Number: 75-25

PROJECT: THE RUTLAND CENTER - DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

• description

Rutland Center is a community-based facility combining professional mental health and special education personnel in a program of psychoeducational service to seriously emotionally disturbed or behaviorally disordered children from birth to 14 years, their parents, and teachers. It also serves less severely mixed handicapped preschool children in normal day care settings. Rutland Center utilizes the Developmental Therapy model, composed of four curriculum areas (behavior, communication, socialization, and academics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the treatment model and are provided by the treatment team. To strengthen relationships between the child's regular school teacher and his Rutland Center team, Rutland Center provides a school follow-through program.

The National Outreach Project provides four types of technical assistance to a selected number of programs which will utilize the Rutland Center-Developmental Therapy model to treat seriously emotionally disturbed preschool children: information dissemination, program planning and design, training, and program evaluation. This assistance is provided through a combination of consultative site visits and exchanges of audiovisual materials; assistance is individualized.

Those programs/agencies wishing to utilize this model and to be considered for technical assistance should contact the National Outreach Project supplying information regarding their agency staff and projected program.

• materials used

The Rutland Center Model for Treating Emotionally Disturbed Children, Mary M. Wood, (Ed.), 1972 (ERIC: SP 007 581 00, ED 087 703), and Developmental Therapy - A Textbook for Teachers as Therapists for Young Emotionally Disturbed Children, Mary M. Wood, (Ed.), 1975, University Park Press, Baltimore, Maryland. Audiovisual training materials also available.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (depending on focus and audience for such a conference, project staff expenses must be paid for by contact or partially subsidized). Projections for programs utilizing the model in 1976 include 23 programs in nine states, in addition to 24 centers in Georgia.

• descriptors

Psychoeducational Treatment
Developmental Therapy
Community-based Non-residential
Seriously Disturbed Children

• target audience

Seriously emotionally disturbed or behaviorally disordered children birth to 14 years of age; their families and teachers. Emphasis on preschool children (ages 2-8 years), their parents and teachers.

• financial requirement

Cost of program/child in FY 75 was $1080 per year, including diagnostics, services to parents and children, teachers, and program evaluation. Cost based on operating a network of 24 such centers. (Georgia Psychoeducational Center Network supported totally by state funds). Costs of model implementation in other states range from $700 to $2000 per child depending on teacher salaries, fixed and indirect costs, etc.

• program evaluation

Program evaluation system composed of both formative and summative phases and criterion-referenced to the Developmental Therapy model. System allows for providing selected sets of information to particular audiences based on need. Data clearly show sequential mastery and steady progress by children.

• contact

Dr. Bill Swan, Outreach
Director or
Mr. Tony Beardsley, Outreach
Project Coordinator
Rutland Center
698 North Pope Street
Athens, GA 30601
(404) 549-3030

USOE JDRP Approval: 9/3/75
JDRP Number: 75-63

PROJECT: PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

• description

Project SHARE uses a systems approach to special education. These systems integrate under administration, advocacy, child study, and instruction and services. The basic format for serving children is behavioral. Precision teaching techniques are used for diagnosis, prescription, monitoring, and evaluation. Computerized evaluation is available. Daily performance measures of basic skills provide an ongoing diagnostic-prescriptive process. This process speeds remediation of basic skills learning and produces cost-effectiveness data. For example, average gains have been 1.3 grade levels in reading in 26 hours of tutoring, a 1.3 grade level gain in math in 31 hours of tutoring. The program serves over 1300 handicapped students in a large rural area. Pupils return to mainstream functioning faster. Therefore, more pupils are served throughout the year.

On-the-job training is given for diagnosing skill deficiencies, best learning modalities, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Mostly one-to-one tutoring is used. The session is highly structured, but a teacher operates freely within the planned structure.

• materials used

Brochure, booklet, referral forms, math diagnostic ladders, reading and spelling ladders, behavior charts (standard 6-cycle), tutor packet, user-adopter manual, samples of teacher-made materials, and adaptations of available materials. A Speedy-Spelling and Reversal Pack, and No-Nonsense Typing, and Training Package are also used.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Learning Diabilities
Mainstreaming
Precision Teaching

• target audience

Administrators, teachers, and tutors responsible for education of pupils with specific or multiple learning disabilities. Emphasis is on preschool through grade 8.

• financial requirement

Start-up costs will vary with available staff and are minimal.

• program evaluation

Evaluation data obtained in three ways: (1) pre- and posttesting, using the WRAT; (2) beginning and end performance rate data on each skill ladder step; and (3) classroom teacher's opinion as to whether pupil's skill was same, better, or worse. International Management Systems, Kansas City computerized reported data.

• contact

Dr. Marv Hammarback, Director
or
Fay Hammarback, Coordinator
Project SHARE
Route 1
Hendrum, MN 56550
(218) 784-4826

USOE JDRP Approval: 5/12/75
JDRP Number: 75-31

PROJECT: PROJECT SUCCESS

• description

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon successfully mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in both assessment techniques and assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in classroom.

• materials used

During three project years a series of basic skill sequences with discrete student probes have been assembled. Specific step-by-step direct instruction packets have been designed and implemented in academic, social, and self-management skills. The Sounder Program by Edmark is a complete tutorial reading system; materials, training, and management. It is commercially distributed.

• services available

Awareness materials are available if funds will allow; if there is no response there are none available. Visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

- Handicapped Children
- Basic Skills
- Early Identification of Disabilities
- Mainstreaming

• target audience

Children with reading and self-management difficulties; grades K-6.

• financial requirement

Start-up cost for both assessment and assistance components averaged $4.00 per pupil. The per-learner operational cost for various assistance programs (based on 200-300 pupils) was approximately $14.00 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300.00. Replacement costs for consumable items will be approximately $37.50 for 10 students per year.

• program evaluation

Continuous assessment was used to allow a functional analysis of student progress toward specified academic and self-management objectives. Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

• contact

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Director of Grant Management
North Kitsap School District #400
150 High School Road South
Poulsbo, WA 98370
(206) 779-3971

USOE JDRP Approval: 5/7/75
JDRP Number: 75-28

PROJECT: PROJECT SUCCESS FOR THE SLD CHILD

• description

Project Success provides a prescriptive program and classroom delivery system operating in three areas: (1) structural linguistic language program with a multisensory approach, integrating all aspects of language - reading, writing, speaking, and listening; (2) motor perception training and adaptive physical education; emphasizing the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and (3) technique modification in other curriculum areas to allow SLD students to capitalize on strong modalities. This individualized learning program will keep the child functioning in an adequate manner within the educational mainstream.

• materials used

Details may be obtained by writing to project.

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

Learning Disabilities
Teacher Training
English/Language Arts
Motor Perception

• target audience

K-9 pupils with specific language disabilities.

• financial requirement

Cost varies depending on equipment and materials already in the school.

• program evaluation

Project has been evaluated five years. Data collected were designed to test each project objective.

• contact

Richard Metteer
Director
Project Success
Wayne Middle School
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Wayne, NB 68787
(402) 375-2230

USOE JDRP Approval: 4/9/73
JDRP Number: 14

PROJECT: UNISTAPS*: A FAMILY ORIENTFD NONCATEGORICAL PROGRAM FOR SEVERELY HANDICAPPED CHILDREN, 0-5 YEARS OF AGE

• description

The UNISTAPS Project operates at two locations. (1) Minnesota Department of Education, St. Paul (Grantee). The Project Director is the State Consultant, Early Childhood Education for the Handicapped. (2) The laboratory program: Family Oriented Special Education Preschool Program, 0-5, Minneapolis Public Schools.

The UNISTAPS Project enables the Minnesota Department of Education to offer: State Guidelines: Preschool Educational Programs for the Handicapped; a direct service model (laboratory program in Minneapolis Public Schools) for examination; curriculum guide for children, 0-3, and parents; an evaluation plan handbook; child advocacy activities; 14 inter-agency advisory committees; 13 special study institutes; six graduate courses; two seminars; and four state parent conferences.

The family oriented noncategorical program (laboratory) assures individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, social/adaptive behavior for program options including center-based nurseries (language/cognitive; social/adaptive) and a prekindergarten transitional program. Other services involve the home, community placement (self-contained or integrated program). Parent counsleing, guidance, and education assure active family involvement including: individual parent teaching sessions; parent (weekly), couples' evening and "Men only" meetings. Parents and staff plan the nine month parent education program at three-month intervals utilizing an interactional intervention model. The parent education program consists of nine equally important and vital components.

Home and agency services are coordinated as needed.

*UNISTAPS= University of Minnesota; State Department of Education, Minneapolis Public Schools

• materials used

Northcott, W.H. (ed) Curriculum Guide: The Hearing Impaired Child - Birth to Three Years - and His Parents. (Used in the laboratory program.) Order from: Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007. $6.50

State Guidelines: Preschool Education Programs for the Handicapped in Minnesota. Order from: Documents Section, Centennial Building, Room 140, St. Paul, MN 55155. $2.00

• services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses are covered); outreach activities can only be conducted on a limited basis.

Alternate Contact: Lou Erickson, Coordinator, Special Education Preschool Program, 830 N.E. Broadway, Minneapolis, MN 55413, (612) 336-8908.

• descriptors

Noncategorical Service Program
Multidisciplinary Team
Family Involvement
Community/Center Programming

• target audience

Parents/extended family: developmental communication disorders, including the hearing impaired, the visually impaired and a mixed population including the multi-handicapped.

• financial requirement

Per pupil cost (1975-76 evaluation) estimated at $2339.00 including multidisciplinary team, evaluation consultant, inservice, report writing, travel, collection of evaluation data. Direction instructional per pupil costs are $1739.00.

• program evaluation

Written objectives meet standards in five areas: clinical assessment, education, inter-agency communication/coordination, program management. Child assessment: Preschool Attainment Record, Merrill Palmer, Minnesota Child Development Inventory, Video Tape Rating Scale. More than 50 of the hearing impaired (deaf/h-of-h) "graduates" are integrated in elementary schools.

• contact

Winifred Northcott
Project Director
Minnesota Dept. of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-5605
or
(See address under Services Available.)

USOE JDRP Approval: 5/15/75
JDRP Number: 75-48

SPECIAL INTERESTS:

ARTS

COMMUNICATION SKILLS

TECHNOLOGY

PROJECT: MEDIA NOW

• description

Media Now is a course of study in the mass media. The mass persuaders of film, radio, and TV contribute the major course emphasis. An individualized design allows the course to be used either as a semester or a full-year course, or any of the seven modules (Hardware, Production, Genre, Evaluation, Message Interpretation, Aesthetics, and Presentation) can be utilized in an existing course structure. The modules are complete components and may be expanded into individual courses or used to build other types of courses. Each module has a rational and behavioral objective.

The TAB is almost a course in itself. It suggests methods, techniques, time allotments, extra activities, resources, and evaluation for the busy teacher. It coordinates all the components - SLAG, SLAB, and the learning activity packages. Teachers report a new outlook after using the Media Now curriculum. Media Now fits all teaching styles and allows for maximum teacher creativity with a climate conducive to the individualized approach so important to today's teachers.

• materials used

The Media Now curriculum - TAB, SLAG, SLAB, Media Dictionary and the 50 learning activity packages. Equipment requirements include a 16mm project, 8mm projector, tape recorders, still and movie cameras, and videotape equipment.

• services available

Awareness materials are available; visitors are welcome anytime; training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Mass Media Study
Individualized Instruction
Performance Objectives
Basic Communication Skills

• target audience

Grades 9-12.

• financial requirement

$750 for course of study, includes one each of student books. Additional student books (SLAG and SLAB) are available at approximately $5 each.

• program evaluation

Recent evaluations of the Media Now course were conducted in media study classrooms with experimental and control students. In every instance the results were highly significant.

• contact

Ron Curtis
Project Director
Media Now
Southwest Iowa Learning
Resources Center
401 Reed Street
Red Oak, IA 51566
(712) 623-4913

USOE JDRP Approval: 5/13/75
JDRP Number: 75-34

SPECIAL INTERESTS:

HEALTH
HUMAN BEHAVIOR
PHYSICAL EDUCATION
MULTIPLE TALENT DEVELOPMENT

PROJECT: CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

• description

The New Model Me is designed to help high school students deal with available alternative actions for solving personal problems, and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the causal approach to understanding human behavior and includes much material affective in nature.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably nonjudgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

Staffing: The program is implemented with classroom teachers and counselors. However, it is recommended that a corps of personnel, including decision-making individuals in administrative capacities, as well as teachers, be involved with the entire process of implementation.

Facilities/Installation: A typical classroom in which chairs can be moved for various activities is quite adequate. No special equipment is needed beyond that usually available in a secondary school.

• materials used

A student book and a teacher manual that incorporates the student book are the basic texts. The teacher bibliography suggests appropriate supplementary audiovisual materials and books.

An inservice training manual is also available at no charge to adopter schools wishing to train additional staff.

• services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site; training may be conducted out-of-state; project staff may be able to attend out-of-state conferences.

• descriptors

Affective - Experiential Curriculum
Human Behavior - Attitude
Personal Development - Self-Concept
Values Clarification - Decision-Making

• target audience

Grades 9-12. Appropriate for all students of varying ability levels. Used as a course in itself, to supplement existing courses, or with units selected as mini-courses.

• financial requirement

Cost per pupil the first year is approximately $6, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student texts are reused.

• program evaluation

Evaluation data from diversified settings showed significant student growth in cognitive areas. Significant student growth was also shown with attitude measure. Teacher growth was shown with the Minnesota Teacher Attitude Inventory. All analyses of student and teacher questionnaires and narrative statements indicated strong support of the curriculum.

• contact

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USOE JDRP Approval: 5/29/74
JDRP Number: 74-73

PROJECT: DRUG PREVENTION EDUCATION PROGRAM

• description

The Drug Prevention Education Program provides interested school personnel who work with elementary school pupils (grades 2-6) with the training and expertise necessary to implement such a program in their schools. The program approaches drug prevention through self-concept, value clarification, and decision-making. Pupils gain a basic understanding of factual drug information and proper use of drugs. Teachers can use the materials effectively without background in these areas. The aim of the program is to help children feel good about themselves so they will have little or no need to experiment with drugs.

Teacher materials provide instructor with activities that encourage open communication between teacher and pupils and are student-oriented. Pupil materials supplement the above activities and are devised for individual work.

General Criteria: Project personnel will train elementary teachers, counselors, administrators, and other interested personnel.

Staffing: May be implemented without special staff. After training, regular classroom teachers can handle the program.

Training: Potential adopters can choose from two modes of training: (1) an in-person six-hour training session covers all four aspects of the program. Program personnel provide on-site training on request. Cost to requesting parties includes if necessary, round-trip travel expenses, lodging, and meals. Costs of lodging and meals may be defrayed by making in-home arrangements for personnel. Options for in-person training include one six-hour, or two three-hour sessions on any weekday; two three-hour sessions on consecutive days; or Saturday session; (2) three and one-half hours of videotape which contains instructional materials similar to the in-person training. Staff feel that the videotape training is more effective as a supplement rather than as a replacement for in-person training.

• materials used

The teacher activity packages contain value clarification exercises, decision-making activities focusing on development of self-concept, and actual information about drugs relevant to the children's world. Student packages contain value and self-concept activities for individual learners.

Training materials: Awareness brochures, abstract, and evaluation reports available at no charge. Teacher and student packages cost $2.50 per package or $18.00 for entire series (handling and postage included).

7

• services available

Awareness materials are available; visitors are welcome (8:00 a.m. through 4:00 p.m. daily); training may be conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff may be able to attend out-of-state conferences (expenses must be paid).

• descriptors

Affective Education
Self-Concept
Value Clarification
Decision-Making

• target audience

Public and nonpublic school personnel who work with elementary school students in grades 2-6.

• financial requirement

Materials: $18 for entire series. Teacher activity packages can be shared by teacher teams to reduce cost and total number purchased.

Teachers can reproduce materials from student packages to meet their classroom needs. Training costs include either travel expenses, meals, and lodging for trainer(s) during in-person training, or $20 a month rental fee or $85 purchase price for videotape training.

• program evaluation

During 1974-1975 school year, 985 experimental and 449 control pupils in grades 2-6 from various socioeconomic backgrounds were administered three local instruments "Drug Factual Survey," "Decision-Making Survey," and standardized test "Piers-Harris Children's Self-Concept Scale." Results indicated the experimental group improved in the above tested areas at .05 level.

• contact

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Project Director
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USOE JDRP Approval: 5/13/75
JDRP Number: 75-47

PROJECT: EVERY CHILD A WINNER

• description

Training provided for planning and implementing movement education program for grades K-6 which measurably improves fitness, motor skill, and enhances self-concept. Teaches movement concepts of space awareness, body awareness, quality of movement, and relationships, utilizing discovery learning teaching method. Experiences allow success for every child, regardless of physical ability. Project philosophy, "every child a winner," means each child doing his or her best.

(This program was previously called Project HOPE (Health and Optimum Physical Education).

Training has two phases: Phase I - Initial Training: includes accountability model for program implementation, information on equipment improvisation, hands-on experiences. Phase II - Follow-up Training: includes trouble-shooting, problem-solving, in-depth discussions of concepts and teaching methods. Adopters must sign contract agreeing to developer's criteria. Must concur with project philosophy.

Criteria for adoption include: needs assessment, pupil/teacher ratio 1:30, behaviorally stated lesson plans, yearly movement education schedule, planning committee, completion of implementation on a 12-month time-line, program monitoring, completion of Phase I and Phase II workshops, equipment selections based on needs assessment.

• materials used

Every Child a Winner...a practical approach to movement education; Every Child a Winner With Improvised Physical Education Equipment; "Every Child a Winner" 16 mm movie; books, from list supplied by project; adopter kits, awareness materials.

• services available

Awareness materials are available; visitors are welcome (Tuesdays and Thursdays, October through April, by appointment only); training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be partially subsidized).

• descriptors

Movement Education
Humanistic Accountability
Individualized Instruction
Community Involvement

• target audience

Grades K-6.

• financial requirement

$1.76 per child start-up (per 1000 students). $1.00 per child operational.

• program evaluation

Three-year comprehensive evaluation of project objectives using pre- and posttest data from 1000 students, grades 1-6. Detailed information available upon request.

• contact

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Project Director
Every Child a Winner
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Ocilla, GA 31774
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USOE JDRP Approval: 6/6/74
JDRP Number: 74-60

PROJECT: TALENTS UNLIMITED

• description

Talents Unlimited is designed to help teachers recognize and nurture in all children multiple talents including talents in the areas of productive thinking, communication, forecasting, decision-making and planning, as well as in academic areas. The program is a structured attempt to implement and evaluate primarily at the elementary classroom level. The multiple talent theory was defined by Dr. Calvin Taylor and is based on sound educational and psychological research in learning. Replicable models for teacher training instruction and evaluation have been developed. The program is operational within any organizational pattern.

• materials used

Adopting schools are given permission to produce the three program models: teacher training, student instructions, and evaluation.

• services available

Because of present lack of outreach funding, project staff are unable to respond to mail inquires or to conduct training.

• descriptors

Multidisciplinary
Staff Development
Multiple Talent Development

• target audience

Primarily kindergarten through middle school; may be adopted for any age group. Suitable for all ability levels.

• financial requirement

Start-up costs per pupil will be approximately $5.98. After the first year costs will be reduced to about $4.20.

• program evaluation

Third-year data revealed a highly significant difference in favor of the experimental groups on the talent tests and on Torrance's Test of Creative Thinking. Also a highly significant trend of increased achievement performance and a major impact on positive self-concept were evident.

• contact

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Talents Unlimited
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Mobile, AL 36606
(205) 438-9709

USOE JDRP Approval: 6/6/74
JDRP Number: 74-82

RECENTLY APPROVED PROJECTS

PROJECT: Utah System Approach to Individualized Learning (U-SAIL).

.description

The Utah System Approach to Individualized Learning (U-SAIL) project has developed an effective, economical, exportable system for individualization of instruction. When it is installed, both achievement and attitude gains can be made in regular classrooms by regular classroom teachers.

Developed through an educational consortium of seven Utah districts, the system is applicable at each level of educational management. It includes two components: (a) a planning model for decision-making and (b) a procedure model that gives steps to be followed to insure successful program installation.

The system is supported by inservice training for administrators and teachers in system implementation and by curriculum products designed to assist in teaching for mastery of concepts taught in reading and mathematics (106).

Operationally, the most nearly appropriate task is prescribed for each learner, given the resources available. Prescription for each student has unique intellectual, social, environmental, and physical implications. Thus, a humane environment for learning is considered to be critical. Teaching, monitoring, providing appropriate practice, giving students feedback, retrieval or record keeping, and providing for application of skills learned are based on all dimensions of student behavior.

Each system component is always operational and influences the behavior of teachers and learners as they manage, teach, and learn.

Implementation is possible in a variety of settings with local educator implementors. The U-SAIL program gives teachers in any physical environment or organizational framework tools to improve instruction systematically.

.materials used

For Students - U-SAIL developed materials: Mathematics - 1-6 materials include conceptual framework, criterion-referenced pre/posttests, teaching suggestions, concrete activities for manipulative and symbolic practice, application activities, answer keys, and concept summaries. Reading - 1-6 materials used with other developmental materials designed to build word attack and comprehension skills. These high-interest graded materials, easily managed, give students immediate feedback.

For Administrator and Teachers: U-SAIL monographs and teaching manuals. Specific descriptions and price lists available.

.services available

Awareness materials are available; visitors are welcome by appointment; training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training is conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

.descriptors

Individualized Instruction
Administrator/Teacher Training
Reading and Mathematics
Systems Management

.target audience

Pupils 1-6

Populations studied have represented a wide range of intellectual, socioeconomic, racial, and geographic differences.

.financial requirement

Average cost: Curriculum products, $8 per pupil per content area.

Staff Training: Costs vary and are negotiated, based on district options and constraints. Training is conducted by project staff and/or local educators. Teachers of teachers are initially trained and follow-up assistance is given.

Installation in one content area at a time is recommended.

.program evaluation

Extensive cognitive and affective evaluation was conducted in an urban pilot setting, with rural Utah students, and in out-of-state replications (Arizona - ACIL: Georgeia - Pegasus). Over several years, the results uniformly have highly statistically significantly favored U-SAIL students over controls in achievement in reading and math. Affective data analyzed also showed highly statistically significant relationships favoring U-SAIL students over controls.

.contact

Dr. Carma M. Hales, Director
U-SAIL Project
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P. O. Box 9327
Salt Lake City, UT 84109
(801) 486-5491

PROJECT: Arizona Consortium for Individualized Learning (ACIL).

.description

ACIL's inservice program for administrators and teachers is oriented toward systematic implementation of a humane, individualized environment emphasizing student development of more positive self-image and concept mastery in the basic skill areas (reading, writing, and arithmetic). Diagnostic/prescriptive curriculum support materials help teachers establish an instructional management plan that more nearly meets individual learner needs. The "individualized learning system" (the "ACIL process") provides the framework for inservice training. The principals', teachers', and students' implementation of process components results in an environment that better promotes learning.

Basic components are functional use of humane environment, space and time, learning centers, flexible grouping, diagnosis/prescription, teaching new concepts, daily drill, retrievals, conferencing materials, commitment sheets, learning principles, and teaching strategies. These components are installed into classrooms of participating schools through an integrated and systematic inservice training program. The teacher inservice training uses a practical "how-to" approach, supplemented by parallel principal inservice training that heavily emphasizes development and use of instructional leadership skills. In separate sessions, key district staff members learn how to become an inservice cadre for future implementation and continuation. ACIL, a replication of the Utah Systems Approach to Individualized Learning (U-SAIL) project, has been effectively implemented in schools representing the four major population areas in Arizona - urban, intercity, suburban, and rural communities with diverse socioeconomic, ethnic, and cultural student characteristics. ACIL schools represent many where individual ethnic groups of Spanish surname, Native American, Black, or Anglo students constitute more than 50% of the school population. School facilities range from open space to self-contained classrooms. No changes in facilities or staffing are necessary for implementation. All certificated instructional staff of a school should participate in the inservice training.

.materials used

All curriculum and inservice materials recommended for implementation are available through ACIL.

.services available

Awareness materials are available (a variety of implementation modes are available to adopting districts); visitors are welcome by appointment; training may be conducted at project site (adopting site must cover all trainer costs as well as covering own costs. A remote-site delivery system for inservice, being developed, features on-site training and remote training through tele-lectures, videotapes, AV presentations, plus actual application activities); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

.descriptors

Individualized Instruction, 1-6
Teacher Inservice Training
Classroom Management Training
Principals/Instructional Leadership Training

.target audience

Pupils grades 1-6; teachers, principals, and district curriculum instructional staff. Teachers are trained in effective classroom management techniques; administrators are trained in leadership techniques.

.financial requirements

Cost of implementation varies from $20 to $50 per pupil per year, depending on number of students involved and technical assistance required. Travel and per diem costs would be added to the above figures where appropriate.

.program evaluation

Comparison of pre/posttests (CTBS math and reading scores) showed a statistically significant difference ($p < .001$) in gains in math and reading scores of children using the ACIL process contrasted with classrooms not using the ACIL process, in favor of ACIL students.

Sample: ACIL N = 1559
Control N = 422

(Sample randomly selected from approximately 27,000 participating and control pupils)

.contact

Dr. L. Leon Webb
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Phoenix, AZ 85018
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PROJECT: Pre-Kindergarten Education for the Disadvantaged Child, Title I, (PREDICT-1)

.description

The basic purpose of this project is to diagnose the needs of each child and provide individually-prescribed activities to meet those needs. The major thrust of the program is the instructional component, supported by parental involvement and health education.

Upon each child's admission to the Early Childhood Program, records of test results are analyzed to provide data concerning the area of auditory and visual reception, gross and fine motor skills, visual motor integration, and expressive and receptive communication. Using this profile of strengths and weaknesses, the teacher establishes instructional objectives for each child.

Teachers keep individual logs that detail progress through the sequence of objectives developed for each child, as well as activities designed to accomplish those objectives. Children with suspected deficiencies in speech and language beyond the scope of planned classroom experiences are referred to the Early Childhood Speech Pathologist for intensive therapy.

Total-group experiences, such as cooking, storytime, and field trips, provide opportunities for development of socialization skills and expansion of each child's understanding of the world in which she/he lives. Daily activities, conducted in a warm, accepting environment, are directed toward the development of the whole child - her/his mental, social, physical, and educational growth.

.materials used

Developed by PREDICT-1 staff: (1) Pre-kindergarten objectives and activities. A list of objectives for a pre-kindergarten program plus a file of suggested activities for meeting them. (2) Handbooks designed for use by: Parents, Teachers, Nurse, Speech/Language Pathologist, Evaluator, Speech/Language/Health Associate, and Classroom Associates.

Specific commercial materials selected by each center's staff according to that teacher's individual techniques and planned activities.

.services available

Awareness materials are available; visitors are welcome (Thursdays only); training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs; workshops scheduled as needed); training is conducted out-of-state (exemplary project staff costs must be paid; workshops scheduled as needed); project staff can attend out-of-state conferences (expenses must be paid).

.descriptors

Early Childhood Education
Diagnostic/Prescriptive
Speech/Language Development
Total Child Emphasis

ESEA Title I

.target audience

Four-year-old children who live in Title I target school attendance areas.

.financial requirement

Start-up cost for instructional supplies and equipment: $1000/center (32 pupils).

Maintenance cost for instructional supplies and equipment: $300/center.

.program evaluation

Children enrolled in PREDICT-1 showed statistically (.05) significant growth in the following areas when compared with a control group who had no pre-kindergarten intervention: (1) cognitive ability as measured by the Slosson Intelligence Test for Children and Adults; (2) concept formation as measured by the Boehm Test of Basic Concepts; (3) language usage as measured by the Grammatic Closure Subtest of the ITPA.

.contact

Mrs. Marion Hazelton
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PROJECT: Oklahoma Child Service Demonstration Center for Secondary Students.

.description

The major goal is to provide each identified learning disabled student of secondary school age within the target population a specific prescriptive learning program that will enable each to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive teaching intervention system. Components include: (1) a professionally staffed resource room in each targeted school district; (2) a diagnostic/prescriptive team composed of a psychoeducational evaluator and two prescriptive teachers with particular ability in developing educational intervention programs for individual students; and (3) a media library for use by the resource teachers to implement intervention strategies.

Students placed were those with normal or potentially normal intelligence who, because of some neuropsychological factor, were noted in a psychoeducational evaluation to have learning disabilities of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic/prescriptive project follows, where possible, the curriculum offered in the regular classroom. A student with a reading disability might spend two periods daily in the resource room during English and social studies periods. Another student with a math disability might spend only one period each day in the resource room during his regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and resource classrooms. The content in the resource room would be determined by prescription constructed by the prescriptive teacher to help the student either remediate or compensate for that learning disability.

.materials used

A wide variety of multi-sensory media which provide breadth of subject matter and depth of difficulty levels, is the basis for the compensatory and remedial prescriptions written for students. Most materials are commercially produced, but some were teacher-made by staff. Commercial games are also used to motivate and teach students. Each resource room has a full complement of multimedia materials, tape recorders, overhead projectors, filmstrip viewers, record players, and multi-sensory programmed teaching machines. Software for this equipment is maintained in the media library at project headquarters.

.services available

Awareness materials are available (brochure; packet of diagnostic/prescriptive forms; Multi-Media Materials Catalog; I Used To Could Spell Wedn-Wenes-Wensday, a catalog of teacher- and student-made materials; and a set of videotapes); visitors are welcome by appointment; training may be conducted at project site (all costs absorbed by project); training may be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid).

.descriptors

Learning Disabilities
Diagnostic/Prescriptive
Resource Room
Affective Education

.target audience

Secondary school; LD students (grades 7-12).

.financial requirement

Start-up costs for one school district are $10,000 or a per-student cost of $250.00 given 40 students.

Ongoing costs in a four-school district format would equal a per-student maintenance cost of $437.50 per year.

.program evaluation

A three-year evaluation design showed: (1) program participants increased in verbal I.Q. and reading achievement to a significantly greater degree than control group; (2) program participants reliably increased in areas of personal and social self-esteem and interpersonal warmth; (3) actual gain in reading achievement is 274% of expected gain; and (4) participation in the program for one year leads to 18% of the students being successfully mainstreamed.

.contact

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Demonstration Center
Hillside School
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PROJECT: Value Analysis Project.

.description

Value Analysis is a method of values education focused on rational value decision-making skills. Value Analysis materials and procedures enable students to meet four "standards of rationality: when making a value decision or when justifying a value decision already made. The four standards of rationality are:

(1) The wider the range of factual claims considered in making a value decision, the more likely that the value decision will be rational.
(2) Factual claims used to support a value decision must be well-confirmed by evidence.
(3) Factual claims used to support a value decision must have valence for and be important to the person making the value decision.
(4) The value principle implied by the value decision and the facts must be acceptable to the person making the value decision.

The closer a student comes to meeting these standards of rationality, the more rational his/her value decision. Students meet the four standards of rationality by going through these steps: (1) clarify value question or issue; (2) consider a wide range of factual claims; (3) assess evidence for factual claims; (4) assess relevance of factual claims; and (5) test acceptability of the value principle. The tests used are New Cases, Subsumption, Role Exchange, and Universal Consequences.

The Value Analysis materials and procedures can form the basis for a separate, semester-long course of instruction in making rational value decisions, or they can be integrated into on-going courses so that, along with the course content, students learn procedures for making rational value decisions. Procedures for making rational value decisions have been integrated into these courses: U. S. History, Utah History, World History, World Problems, World Religions, Psychology, Sociology, Debate, Speech for Living, and American Problems. In these courses, students go into a deeper analysis of value issues related to content than in traditional teaching methods. At present, Value Analysis materials and procedures are also being integrated into career education, dropout education, and economic history programs.

.materials used

A teacher handbook, "Rational Value Decisions and Value Conflict Resolution," now being revised, will be available shortly.

The teacher handbook contains Value Analysis procedures, student materials, teacher lesson plans, and strategies of integrating Value Analysis procedures into ongoing courses. Cost: approximately $5.50 per handbook. The Values Reasoning Test (VRT) is used to assess student performance. Cost: under $1.00

.services available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training can be conducted out-of-state (exemplary project staff costs must be paid); project staff can attend out-of-state conferences (expenses must be paid). Training consists of 30 contact-hour workshops that can be tailored to need. Technical assistance available for adapting procedures and materials to lower grade levels and specialized content areas.

.descriptors

Values Education
Rational Thinking Skills
Decision-making Procedures
Value Conflict Resolution

.target audience

Students (grades 10-12), teachers, and administrators.

.financial requirement

Start-up costs include inservice training for 20 participants ($1500) and teacher and student materials (approximately $110), plus expenses for teacher trainers when training at the adopter site. Per-pupil operational costs over one semester (about 20 weeks) is approximately $1.60. Technical assistance for adaptation is negotiable on an individual basis.

.program evaluation

Field testing was conducted in three school districts in the Salt Lake City area. On a test of value reasoning ability the Value Analysis students made educationally and statistically significant gains while controls did not. In addition, the Value Analysis students scored significantly higher than controls on an in-class essay project. The essay project was scored by university personnel (independent of the project) trained in ethics and logic.

.contact

Terry P. Applegate or
W. Keith Evans, Project
Directors
4988 Kalani Drive
Salt Lake City, UT 84117
(801) 277-7395, 581-9272,
581-6401

PROJECT: CLINCH-POWELL EDUCATIONAL COOPERATIVE EARLY CHILDHOOD EDUCATION HOME-BASED PROGRAM

• description

Clinch-Powell Educational Cooperative's Home-Based Early Childhood Program operated in four county school systems. The program consisted of an intergrated three-phase approach to early learning:

(1) The television component consisted of a daily program which the parent and child were encouraged to view. This television program served as a catalyst for getting the parent and child mutually involved. It acted as a basis, or focal point, upon which parent-child interaction could be built. The "Captain Kangaroo" show was used as the television program component. CBS provided the Cooperative's Executive Director with an advance copy of each week's "Captain Kangaroo" television program script. A curriculum specialist, employed by the Cooperative, used the scripts in planning the curriculum materials used in the program. (These materials are presently being distributed to agencies in over twenty states who are operating early childhood education programs). The curriculum materials consisted of a "parent's guide" and related activities. Supplemental materials with the "parent's guide" were provided to the classroom teacher and home visitors.

(2) The home visitation component was conducted by home visitors who, once each week, visited the homes of each of the children enrolled in the program. Depending on the needs of each child, these visits lasted approximately one hour each. During these visits to the home, the home visitor delivered the "parent's guides" and helped prepare the parent to teach the child by explaining the curriculum materials and, when needed, demonstrating each suggested daily educational activity. Toys, books, and other child-centered materials were also loaned to the parents for use by the parent and child.

(3) The classroom component was under the direction of a teacher, certificated in early childhood education, a paraprofessional aide, and parent volunteers. The teacher and aide traveled to selected locations in a mobile classroom van and spent one-half day per week teaching approximately ten to fifteen children who lived near the location. Sessions lasted between two and three hours each, offering the children an opportunity to socialize and learn in a group situation. In areas where facilities were available the classroom sessions were conducted in stationary facilities.

An intensive three week pre-service program for the entire staff was initiated prior to beginning the program. Thereafter, to maximize the coordination of the three components, a full day each week was devoted to in-service training for project staff to exchange ideas and information and to review cooperatively the next week's learning activities. The four school systems where the project was first implemented are currently operating home-based early learning programs at a level greater than when the project began. Their efforts have been extended into home-based preschool handicapped programs.

• materials used

Parents and teachers made materials, materials commonly found in and around the home, educational games and toys, "Parent's Guide of Suggested Activities for Young Children", and program manual with various component handbooks.

• services available

A proposed series of training sessions conducted during the year. A one-week training session held each month during the regular school year (September–May) will be conducted. This training would be free of charge to individuals attending except for costs of travel to and from the training site and charges for motel and food. If requested, indepth assistance (offsite training and technical assistance) can be provided.

• descriptors

Early Childhood Education
Parent Involvement
Home Visitation
Weekly Curriculum Parent Guides
Differentiated Staffing

• target audience

Pre-kindergarten children, ages 3-4, and their parents

• financial requirement

Program costs averaged $357 per child for an operational program.

Director/supervisor serves three teams. Each team of teacher, aide, and five home visitors served 125 children and their parents.

Equipping and classroom: $1,000
Materials and supplies:
Home Visitors (15)–$300
Classroom–under $2,000
Mobile Classroom (optional)

• program evaluation

Data indicated that highly significant gains were made by participants in comparison with a control group who did not participate in the program.

Statistically significant (.01 level) one year gains for program children of 10.0 – 17.0 intelligence points as compared with gains for control group children of 2.4 – 6.1 points were evident

Social behavior rating scales yielded results with differences in pretest and posttest scores significant at the .01 level in favor of program participants.

• contact

Ann M. Hampton or
William W. Locke
Clinch-Powell Educational Cooperative
Post Office Box 279
Tazewell, Tennessee 37879
(615) 869-3605 or 626-9270

USOE JDRP Approval: 2-25-77
JDRP Number: 77-108

PROJECT: MATTESON 4-DIMENSIONAL READING PROGRAM

• description

The Matteson 4-D Reading Program is a multi-text individualized skills developmental program for use in grades 4 through 8. The goal of the program is that each student will reach a level in the reading skills sequence commensurate with his reading expectancy level. The four dimensions are: 1) develop basic skills that students need in order to read critically, purposefully, and appreciatively, 2) teach students to use reading as a tool for learning, 3) foster an appreciation of literature, and 4) develop permanent interests in reading for enjoyment.

Students progress through a series of individualized learning packages covering the 108 behavioral objectives omitting the skills they have already mastered. Activities direct the student to selections in various reading texts which are appropriate to child's independent reading level. Activities are varied and increase in level of readability and complexity following Bloom's Taxonomy.

Criterion-references tests provide the teacher and student with specific knowledge of the skills the student has learned and specific knowledge of the skills that are appropriate for instruction. A management system consisting of class record sheets and individual pupil progress charts shows the student's growth in reading.

• materials used

A series of 108 individualized learning packages covering 108 behavioral objectives in reading skill development.

Criterion referenced tests consisting of: entry level test, and pre-test, post-tests and sub-skills tests for all 108 objectives.

Individual pupil progress charts and management charts. Small quantities of commercial reading texts from major publishers.

• services available

Awareness materials are available; visitors welcome by appointment; training is available on or off-site. Staff can attend out-of-state conferences. (Expenses must be paid by adopting site.)

Project materials available for sale; contact:

• descriptors

Basic Reading Skills
Criterion-Referenced
Individualized Learning
Grades 4-8

• target audience

Grades 4 - 8

All Students

May be used with Special Education and Title I populations

• financial requirement

Project developed and commercial reading texts cost approximately $1,000 and will accommodate up to 150 students depending upon scheduling. Maintenance is about $2. per pupil.

Two days training is required

No additional staff is required for program.

• program evaluation

After three years in program 80% of project group met or exceeded their reading expectancy level while only 41% in control group met this criteria.

Program group exceeded control by .68 on Reading Achievement.

Attitude toward reading was significantly higher in program group over control based on project developed attitude test.

• contact

Dr. Allan Dornseif or
Mrs. Marty Carr
Matteson School District 162
21244 Illinois Street
Matteson, IL 60443

USOE JDRP Approval: 2-25-77
JDRP Number: 77-109

PROJECT: Model Learning Disabilities Systems (MLDS)

• description

The MLDS provides remedial services to mildly handicapped elementary grade children currently being labeled as learning disabled. It is the philosophy of the MLDS that the children being served are essentially normal, but need supportive service to achieve on an equal level with their peers.

Children to be served are identified by a screening system composed of classroom observations, teacher referral and formal/informal testing. Screening is the responsibility of the special education teachers, after suitable in-service training, although support personnel (psychologists, curriculum specialists, etc.) are readily available upon the request of the teacher. Screening results are directly related to instruction.

Special instruction is provided through resource room and strategist functions while the child is mainstreamed in the regular class. Diagnostic-Prescriptive teaching techniques are used in resource room contacts, while the strategist role involves providing appropriate materials to the classroom teacher, instituting new approaches in the class (e.g. token economy, etc.) and serving as child advocate when appropriate. Peer tutor and parent programs have been instituted to complete the services offered to identified children. Areas of remedial instruction are seen as matches between observed and tested strengths and weaknesses and the instruction found in the regular classroom.

In-service training has been a crucial element in the program since its inception. In-service topics include: a) overview of learning disabilities, b) formal and informal evaluation, c) principles of behavior modification, d) teacher effectiveness training and e) precision teaching. Close field-based supervision is provided to teachers inplementing the skills covered in the in-service sessions.

• materials used

Materials selection is left to the individual learning disabilities specialists, although they are encouraged to use parts of commercially available kits or home made materials to match their tailor made instructional objectives. This must be done while keeping remedial instruction relevant to current classroom topics.

• services available

Project personnel are available to assist in program development, in-service training and project evaluation.

Certain printed materials are available through NaLDAP, Marrimac Mass., and the Pa. Department of Special and Compensatory Education, Harrisburg, Pa.

• descriptors

Mildly Handicapped (L.D.)

Mainstreaming Emphasis

Precision Teaching

In-service Training

• target audience

Mainstreaming program appropriate for mildly handicapped elementary grade children, although elements are appropriate for older or younger subjects.

• financial requirement

Once operational, this mainstreaming program may be provided to children at an excess cost of $300 - $400 per year per pupil.

• program evaluation

Criterian-referenced data and normative test data in comparison to control group. Data consistently show control children gain about one-half year per year of instruction while program children gain one full year per year of instruction.

• contact

1) Dr. Glen G. Foster, Director
Penn. State University
332 CEDAR
University Park, Pa.16801
814 - 865 - 1133

2) Ms. Marty Kaufman
NalDaP, The Network
3 Mechanics Street
Merrimac, Mass. 01860

USOE JDRP Approval: 3/23/77
JDRP Number: 77-110

PROJECT: MAKE EVERY CHILD CAPABLE OF ACHIEVING (MECCA)

• description

In the MECCA program, a learning disabilities teacher provides daily intervention and observation within the regular kindergarten classroom for children with potential learning problems, with the help of the classroom teacher and a classroom aide. The MECCA programs provide daily observation, profiling and intervention techniques within the regular classroom for every child in need of these services. The program utilizes a team made up of a special education teacher, classroom teacher and aide, who together analyze the activities of the curriculum into those tasks which the child must accomplish in order to be successful in the activity. The purposes of this Task Analysis process are to think carefully about what we are asking of the child and to observe where the child is successful and where s/he needs help. The intervention aspect of the MECCA program is based upon the principle of beginning at the level at which the child achieves success and proceeding with him, sequentially, through the difficult steps to new successes. After the initial training period, the classroom teacher and special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

• materials used

MECCA developed: a book of task-analyzed kindergarten and first grade activities and numerous strategies for teaching individual children in difficult areas; classroom activities and materials; task summary sheets of each child's areas of mastery, practice and introduction; a team contract model for work within the regular classroom; parent involvement programs.

• services available

Awareness materials are available; visitors are welcome (school days); training is conducted at the project site (adopting site pays only their own costs); training may be conducted out-of-state (exemplary project staff costs must be partially subsidized); project staff can attend out-of-state conferences (expenses must be paid).

• descriptors

1. Mainstreaming
2. Teacher Training
3. Learning Disabilities
4. Task Analysis

• target audience

Kindergarten Population

• financial requirement

Start-up and maintenance costs are approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

• program evaluation

This project has had extensive evaluation since 1973-74 by an outside evaluator. Children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with children in both alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above average performance in readiness skills at the end of kindergarten.

• contact

Julia Johnson Rothenberg,
Project Director
Project MECCA
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(203) 268-5388

USOE JDRP Approval: 3/23/77
JDRP Number: 77-111

PROJECT: Secondary Credit Exchange Program

• description

An alternative time school for secondary grade migrant students who have been attending school in another area (state or district within state) and are not able to continue school because of the need to work. The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they were taking at their home base school. They are given individualized and small group instruction and complete their course of study in the receiving school. Upon completion of the term their credits are transfered to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually late afternoon or early evening. Certificated staff are employed and the content of work is the very same as the student was taking at his/her home school.

Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English speaking students and students who have dropped out but wish to return to school or pursue a GED.

• materials used

Regular high school text material. Teacher made and commercially purchased remedial materials in basic skill and ESL areas.

• services available

Dissemination of awareness materials.
Visitors welcome.
Project staff can attend out of state workshops and conferences and participate in in-service training. Expenses must be partially subsidized.

• descriptors

Continuous education
Credit Transfer
On-time graduation
Alternative high schools

• target audience

Migrant high school students who are unable to attend school due to the need to work with their families during school hours.

• financial requirement

Per pupil cost varies from $80 to $100 per student depending on the district. The schools with a larger enrollment usually have a lower per-pupil cost.

• program evaluation

Lists of students contacted compared with those enrolled.

Lists of credits needed compared with those earned and transfered

Records of transcripts sent to home base schools.

Enrollment on MSRTS

• contact

David W. Randall
State Coordinator
Secondary Credit Exchange Prog.
Box 829
Connell, WA 99326

(509)234-2021

USOE JDRP Approval: 4/18/77
JDRP Number: 77-113

PROJECT: Early Prevention of School Failure for Spanish Speaking Children - Migrant Progra

• description

The Early Prevention of School Failure Program is a Nationally Validated Program adapted for Migrant Children which provide the necessary screening assessment to determine the child's strengths and needs in developmental skill competencies. A follow-up educational program is provided for teachers and parents to help those children identified with developmental lags in the modality areas to achieve the necessary developmental skills to get ready for formal reading and writing.

The Early Prevention of School Failure Program nationally validated program was adapted for Migrant Children during the summer of 1974 by ten migrant sites in the states of Illinois, Ohio, Michigan and Minnesota. During the summer of 1975 nine sites in Ohio, one site in Michigan and 18 in Minnesota.

The directors of the summer migrant program selected the Early Prevention of School Failure Nationally validated program during the spring of 1974 to assess the developmental level of the four and five year old child entering the summer migrant program. The highly demanding work of learning to read and write requires the development of many prior skills before a child can undertake the complex, neurological task of understanding written and oral language. The migrant child often is introduced to many formal aspects of reading and writing at the age of six which may be considerably out of harmony with the child's development timetable.

The Early Prevention of School Failure Program for Migrant Children provides instructional activities in gross and fine motor, spatial concepts, receptive and expressive language and auditory development as valuable training for the child for subsequent requirements for successful experiences in reading and writing.

Literacy for American's Spanish Speaking Children written by Dr. Eleanor Thonis and The Young Child Who Speaks Spanish written by Dr. Doris Ching provides studies to support the importance of meeting the need for children to develop prior skills for successful experiences in formal reading and writing experiences. The authors cite studies that support the program goals of the Early Prevention of School Failure Programs for Migrant Children. The sequence of developing the pre-academic skills before undertaking formal reading holds true for all children in all cultures.

• materials used

Schools may purchase at cost in English or Spanish:
(1) Kindergarten Screening Program Manual, (2) Preschool Language Scale Kit and Manual, (3) Portable Resource Kit Guide (4) Building Readiness Through Perceptual Skills, (5) Developmental Materials for Learning Centers, (6) Recipes for Home-made Teaching Materials, (7) Aprendiendo Juntos Guide, (8) In Touch With Parents, (9) Resource Index Guide, (10) A Management System for Individualization and Skill Development

• services available

Awareness materials are available; visitors are welcome/visits are scheduled monthly; awareness sessions will be conducted; training conducted at Illinois site or adopter site; follow-up services available.

• descriptors

Migrant Children - English and Spanish

Early Childhood ages 4-6

Bilingual/Bicultural (Spanish)

• target audience

Screening and curriculum planning program appropriate for Migrant Children in regular or short term programs. Teacher and parent training program included.

• financial requirement

Installation

Staff Training - $10.00 per child
Consumable Materials - $10.00 per child

Subsequent Costs

Consumable Materials - $5.00 per child

• program evaluation

The achievement gains (for Spanish dominant, English dominant and bilingual students ages 4-6) as measured by three standardized instruments were statistically significant at or beyond the .05 level of significance utilizing a one-tailed test of significance.

Teacher and parent support and attitude concerning involvement in the program was assessed and found extremely positive.

• contact

Mrs. Luceille Werner
114 North Second Street
Peotone, Illinois 60468
(312-258-3478)

USOE JDRP Approval 4/9/77
JDRP Number 77-116

VALIDATED WISCONSIN PROJECTS

DEFINITION: "Validation" means a process used by the states to review a practice (project) on-site and to verify its credibility as exemplary, through official and/or expert appraisal of evidence.

Validation is based on the following criteria:

1. Effectiveness/Success: Project objectives identified for validation are supported by evidence showing statistically and educationally significant gains in the performance of the learner.
2. Resource Specifications: Sufficient information is provided concerning needed start-up, operational and management resources in kind and amount which, when combined with Effectiveness/Success and Exportability data, will help an interested school district make an informed decision about adoption/adaption of the project or practice.
3. Exportability: Information is provided to demonstrate that the project or practice is feasible to communicate to other school districts and can be adopted or adapted by other school districts with similar needs and environments.

NOTE: The following Wisconsin projects have been nationally validated by out-of-state regional evaluation teams; however, they have not appeared before the U. S. Office of Education Dissemination Review Panel as of this publication date.

There are nationally validated projects in nearly every state. Information regarding these projects is available from the Wisconsin Department of Public Instruction.

PROJECT: Project INTERACT - Individualized Training/Retraining Centers to Facilitate Individualization of Instruction

.description

Interact's aim was to conduct training and retraining of elementary school teachers and administrators in the techniques of individualized instruction. Individualization requires redefining and restructuring the role of the teacher. The program is designed to teach skills and techniques needed for a program of individualization. The goals of the individualized pre- and in-service training are to help teachers develop skills in: 1) diagnosing needs of children, 2) planning appropriate individualized instruction, 3) identifying and developing appropriate instructional materials, 4) working in a differentiated staff setting, and 5) continuously evaluating their own adequacies in meeting the needs of individual children.

.target audience

K-5 teachers of programs in multi-unit settings.

7

.materials used

Inservice training materials relating to individualized instruction
Workshop materials needed for program development
Data compiled by teachers during instruction

.services available

Instruction in methods of preparing materials for individualized instruction for children
Preparation for inservice meetings

.descriptors

Teacher training/retraining
Development of program design for individualized instruction for children
Evaluation of training results

.financial requirement

Per pupil cost of project was $53.
Per teacher cost (development) was $562.
Materials and program aids were required.

.program evaluation

The effectiveness of this project results from the teacher training/retraining process related to individualized instruction. Emphasis in the program is placed on learning rather than teaching - on the child rather than the teacher. The success of the program relied heavily upon teacher input which resulted in a set of student objectives and subsequently a description of related teacher behaviors. A self-assessment process was developed by project participants to monitor progress toward specified objectives.

.contact

Mr. Gregory McElwee or
Mr. Frank M. Kennedy, District Admin.
Cedarburg Public Schools
W68 N611 Evergreen Blvd.
Cedarburg, WI 53012
(414) 377-6030

PROJECT: LEAF - Language, Ecology, and Family.

.description

The three main goals of Project LEAF are:

1) to stimulate the development of oral and written communication skills through ecology,

2) to involve parents and children in ecology-oriented activities,

3) to create a greater awareness of ecology among elementary children.

Specific objectives state that kindergarten students will be able to create oral stories of at least three sentences. First graders will be able to create written stories of 305 sentences and oral stories of at least 5 sentences. Unit II students will be able to create compositions that contain at least two paragraphs or two related ideas and will demonstrate 60% or better accuracy on punctuation. Another objective states that 90% of the parents of Unit I and Unit II will participate in some Project LEAF ecology activity either at home or at school.

.target audience

Kindergarten, 1st and 2nd grade students, parents, and teachers.

.materials used

LEAF Resource Guide, seeds, pots, thermometers, birdhouses, etc. Camera is optional. Tape recorders, tapes, and usual classroom equipment.

.services available

Instruction in pre- and post-testing and use of comparison tapes and/or materials may be helpful.

.descriptors

Development of communication skills
Vocabulary development - Ecology
Parental Involvement

.financial requirement

A LEAF Resource Guide will be required for each teacher at $5 each. Tape recorders are used for recording student responses. Tapes are required for comparison purposes - will vary with number of students per class. Special educational equipment will be required at approximately $25 per class of 25 for one year. Services of a Teacher's Aide is required for approximately 20 hours per week.

.program evaluation

Individual writing folders and tape recordings are the main means of evaluation. Tests on ecology awareness and vocabulary are also being used. A log is kept to record parent involvement, and parent surveys are also used.

A wide variety of ecology activities are being used in this project. Students participate daily in such projects as the school garden, seasonal field trips, observation walks on the school nature trail, planting trees and flowers on the school grounds, building terrariums, caring for animals, picking up litter and building bird feeders.

Stories, poem, and pictures created by the students in response to both indoor and outdoor experiences are kept in individual folders which are evaluated periodically.

.contact

Ms. Karel Cripe
Monroe School
55 South Pontiac Drive
Janesville, WI 53545
(608) 754-0271

PROJECT: MODULS - MT: Musical Opportunities Designed for Unlimited Learnings (For the Musically Talented).

.description

In order to provide models for talented middle school performing music students at their level of interest and ability, we propose to develop a series of cassette tapes of instruments and voices found in our school. On one side of the tape will be a performance with the accompaniment, on the other will be the accompaniment alone. Students can listen to the performance, practice alone and then practice with the accompaniment. They can observe nuances of musicality, obtain insights, and will make comparisons. They can learn at their own rate with no pressure, can obtain teacher help but not use the teacher merely as an accompanist, and can progress from tape to tape with no restrictions but their own interest, ability, and willingness to work.

.target audience

Teachers and students at the Middle School level (grades 6-7-8).

.materials used

A library of worthwhile solo and ensemble literature with music, cassettes, and study materials.

-Music

-Cassette
  Solo with accompaniment on one side
  Accompaniment alone on the reverse side

-Study Guide

.services available

Awareness brochures and evaluation reports are available. A sample package of tapes with related instructional materials is available at a nominal cost. The total selection of 100 tapes at a cost of $300 is also available.

.descriptors

Music, Middle School, Talented, Staff Development.

.financial requirement

Costs are limited to the acquisition of tapes which the developing school district has prepared at $30 per packet of 10 tapes including the associated sheet music and study guides. There were made available 10 such packets in September, 1976, with the possibility of as many as 800 additional tapes becoming available in the future. User schools would also need about 10 cassette recorders to play the tapes if not already available.

No special personnel is needed nor are other facilities or equipment critical to satisfactory implementation of the project. The user school will need to arrange for duplication of the study guides and sheet music.

No development costs, no management costs, and no operational costs are required for this project other than maintenance of the cassette players.

.program evaluation

Pre/post-tests were administered to a random sample of student participants in fall and spring. Statistical comparisons of individual mean scores were made, resulting in a t value of 5.752 significant at $p < .01$.

Overall group mean scores of participants were dramatically higher during each of the fall tapings while the overall mean scores for comparison schools showed either little gain or a loss for the same period.

.contact

Mr. Stanley S. Angell
Principal
E. G. Kromrey Middle School
7009 Donna Drive
Middleton, WI 53562
(608) 836-7341

PROJECT: Evaluating Two-Track Programming for Hearing Impaired Children.

.description

The project has developed a prediction procedure to: 1) assure proper placement of students in the oral or total communication track of a Deaf and Hard of Hearing program; 2) to aid parents in their decision regarding placement. The project does not aim to compare the two educational approaches. Rather, the purpose is to generate reliable estimates of a deaf child's probability of success in either the oral or the total communication program.

.target audience

Hearing impaired children at all grade levels, parents, and teachers of hearing impaired children.

.materials used

No special materials, other than project-developed rating scales and other locally developed instruments, are used.

.services available

Project prepared instruments, rating scales, and training materials are available at the project. Costs are available from the contact person.

Training is necessary to equip an adopter to collect and prepare for analysis the proper data, and to prepare and conduct parent education and teacher inservice sessions.

.descriptors

Hearing Impaired, Prescriptive, Parent Education, Teacher Inservice.

.financial requirement

Testing materials and rating forms - approximately $2.00 per learner.

Computer processing - approximately $10.00 per learner.

.program evaluation

Evaluation activities have shown that the program (track) prediction equations account for 74% of the variance in the Total Track and 53% of the variance in the Oral Track.

On reading achievement tests, 74% of the program pupils demonstrated an average yearly increase of 4.0 scale points.

In mathematics computation tests, 61% of the program pupils demonstrated an average yearly increase of 6.1 scale points.

On the Craig Lipreading Test, 66% of the program pupils demonstrated an average yearly increase of 2.7 points.

.contact

Mr. William Morehouse
Program Administrator
Exceptional Education
Milwaukee Public Schools
5225 West Vliet Street
Milwaukee, WI 53208
(414) 475-8121

PROJECT: HAPPE: Home Aid for Parents in Pre-School Education.

.description

Project HAPPE was designed to constitute a comprehensive program for parent (and future parent) education regarding the health, development, and management of pre-school children. There are six components to the program; child development curriculum, parent discussion groups, dial access tapes, screening program, hospital discussion groups, and audio-visual programs. The first five components can be adopted independently of each other. Audiovisual programs must be utilized in conjunction with other components.

.target audience

Parents and future parents of infants through pre-school age children.

.materials used

Materials for the project include a basic Child Development Curriculum with associated audiovisual cassettes and parent discussion series. A dial-access system of 3-5 minute tapes on children's health, nutrition, safety, behavior, and education is available via a telephone answering service. To provide for early intervention, a screening program has been developed and maternity ward discussion groups are organized. A series of supportive manuals for project components has also been developed.

.services available

All training and implementation materials are available. A list and prices are available from the contact listed below.

Training is an essential element regardless of which program component(s) is adopted. The amount of training varies according to the component to be adopted. Training and consultant help is available on an honoraria basis.

.descriptors

Early Childhood, Parent Involvement, Home Teaching, Community Involvement.

.financial requirement

Hospital program: $.32 to $1.54 per learner
Dial Access: $1.43 per call based on volunteer staff
Parent Discussion Groups: $2.00 to $7.80 per learner
Child Development Curriculum: Not yet determined.
Screening Program: Not yet determined

.program evaluation

Evaluation activities have lead to the following conclusions:

1. Pre-school screening instruments are both valid and reliable with sub-test reliability ranging from .68 to .89.
2. Follow-up of the Dial Access component indicates that 89% of those utilizing the system attempted to apply at least one of the ideas suggested in the message they heard.
3. Results of the measurement of activities in the parent discussion group component indicate that participants gain and implement new ideas concerning pre-school children.
4. Hospital discussion groups focusing on the needs of the newborn resulted in 63% of the participants implementing at least one of the ideas presented.
5. Data collected in the child development curriculum component indicate strengths in the areas of student affective gain and in management of an in-school pre-school with high school students serving as teachers.

.contact

Mr. Ronald Geraghty
Director of Pupil Services
Oconomowoc Public Schools
7077 Brown Street
Oconomowoc, WI 53066
(414) 567-6633

PROJECT: Staff Development Project in Creativity.

.description

This middle school staff development project was initiated to maximize the learning environment through the recognition, acceptance, and development of creativity in as many phases of a child's school life as possible. Teachers learn to be spontaneous and receptive to students' suggestions and ideas, and encourage students to initiate their own academic activities. Both teachers and students become more flexible and open. Project goals include (a) an increasing emphasis on process, (b) an increase in the number and importance of student initiated activities, and (c) the development of teachers who will permit and encourage students to wonder and ask questions.

The Oregon Middle School utilizes an "open concept" of space and a multi-unit organization. To complement these architectural and organization concepts, the teaching staff makes full use of the affective as well as the intellectual aspects of learning. A teacher's manual and principal's handbook are available. There are also student tests for attitude toward school, creativity, and themselves. Ideational fluency and "flexibility of unusual uses" are also included in testing.

.target audience

Teachers, grades 4 - 6.

.services available

The following materials are available:
- A teacher's manual
- A principal's handbook
- A test packet

Staff development is the major focus of the project and must be provided. The Oregon Middle School can provide assistance through visitation of potential adopters. Visitors are asked to make arrangements through the contact person. Materials and tests developed through the project are available.

.materials used

Materials used are those usually found in elementary classrooms and/or IMC's.

.descriptors

Staff Development
Creativity
Open School
Process Emphasis
Student-Centered

Components
Teacher's Manual
Principal's Handbook
Test Packet

.financial requirement

Initial implementation cost in the first year: $29,697 to serve 602 participants. Second year cost: $25,086 to serve 608 participants. Third year: $16,749 to serve 610 participants.

Costs of replicating this project would be much lower than initial costs since instruments have been developed which could be used by an adopting school. Operational strategies have also been developed which could be adopted at no developmental cost.

.program evaluation

Few appropriate instruments were available when the program started. With few exceptions, locally developed measures with established reliability were used. Instruments were designed to measure innovative behaviors of both staff and students. Evidence supports improved performance.

.contact

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PROJECT: An Early Program for Gifted Children

.description

This project identifies very bright and talented youngsters at the entry point of their schooling, providing special programming designed to allow the fullest realization of their early potential. Its aim is to start gifted children off on the right track through a total program of identification, guidance, instruction, and evaluation.

The project individually screens all entering Kindergarteners to identify those with advanced developmental and behavioral characteristics:

Visual-perceptual skills
Auditory-perceptual skills
Language
Concept development
Fine and gross motor skills
Creativity

The top 6-9% are identified for speical programming.

.target audience

Pre-Kindergarteners

.materials used

The Lighthouse Design - A handbook containing a history of the project, results, statistical data, and copies of the screening battery. $5.00
An Identification Handbook - A handbook containing screening instruments, rationale for selection, administrative arrangements, training of testers, statistical data, and cost effectiveness.
Journal of Competency-Based Teacher Training Activities for Teaching Gifted and Talented - A manual to assist in training teachers of the gifted. $3.00
A Unit of Study: All About Me - A handbook adapting Bloom's Taxonomy to the preschool curriculum. $1.50
Encouraging Creativity in Young Children - A handbook of activities for parents. $1.50
Supplementary Science Enrichment Activities - To be used with SCIS. $1.00
Video Tape: Panel discussion on gifted education with Dr. John Gowan, Dr. Frank Williams, Dr. Robert Rossmiller, Mark Kreuger, Barbara LeRose. On request

.services available

Administrators & Teachers: Three 2-hr. workshops to cover Theory, Administration, and Uses of Testing. Aides: Four 2-hr. sessions - plus on-site supervision and observation. Parents: Two 2-hr. sessions - For assistance as volunteers.

.descriptors

Gifted/talented
Pre-Kindergarten screening
Guidance/testing
Curriculum programming for the gifted

.financial requirement

The Pre-Kindergartener procedures would entail a total per-pupil cost of $8.30. This could be substantially reduced by using volunteers rather than para-professional screeners. A district may consider recruiting in such groups as the PTA, the Junior League, or any local school/community volunteer groups already organized to serve children.

The pre-learner cost analysis assumes that the School District considering adoption already has in practice some type of Pre-Kindergarten "round-up" so that the district already has identified and contacted Pre-Kindergarteners. The per-learner costs do not include any funds for initial School District surveys and contacts for identifying Pre-Kindergarten students.

.program evaluation

The project has developed a preschool screening battery to identify children eligible for special gifted programming. It encompasses several instruments in a multiply-coverging pooled design, is individually administered, covers a wide range of abilities, has achieved statistically acceptable reliability levels, and is economically feasible. Given a total of 27 achievement scores (K-2) predicted by both the battery and an individual Stanford-Binet I.Q. Test, prediction levels for the battery are as high or higher than the Binet. Early and accurate identification procedures are a must for comprehensive gifted education. This project's Pre-Kindergarten screening is a beginning.

.contact

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PROJECT: Project AWARE - Art With Aesthetic Resources for Enrichment.

.description

Art education in recent years has tended to emphasize the creative or studio experience, almost entirely to the exclusion of the historical and cultural heritage of art. Project AWARE counterbalances this trend with an art enrichment program focusing on the history and appreciation of art for all children in the elementary public and private schools. Project AWARE nurtures aesthetic awareness and understanding in children so they are able to: recognize art forms in the environment; feel inherent qualities in objects and works of art; understand design concepts and recognize elements and principles of design as they function in works of art; enjoy and understand works of art in the context of their history; talk intelligently about art and use an expanding art vocabulary; recognize expressive qualities of the artists; understand different media, techniques, and craftsmanship in art works; recognize creative or inventive qualities in art, analyze, compare, and make value judgments relative to works of art; apply art concepts in enriching daily living.

A second major goal of Project AWARE is to actively involve members of the community in all phases of the art enrichment program.

Under the direction of volunteers from the community and teaching staffs, children study works of art from a collection of 400 prints as well as a number of three dimensional art objects. AWARE has designed and produced 12 large portable learning modules and 24 small learning modules that are moved from building to building for children to view and manipulate. Small and large goup field trips are suggested to a wide variety of community sites.

.target audience

All elementary public and private school children
Members of the community - artists, designers, craftsmen, architects, librarians, etc.

.materials used

Audiovisual equipment, portable learning modules, art prints and objects, museums, public libraries, and art centers.

.services available

Orientation in coordination activities and securing community involvement.

.descriptors

Aesthetic education
Art
Artists
Community Involvement
Cultural heritage

.financial requirement

Administrative funds
Audio-visual equipment
Equipment for constructing and stocking items for portable learning modules
Travel funds for transporting children

.program evaluation

In evaluating the effectiveness of the project, fourth and sixth graders are administered the Art Vocabulary Test (Silverman, Hoepfner, Hendricks), a self-constructed Art Judgment Test, and a self-constructed Aesthetic Perception Test. Other methods of measuring pupils' aesthetic growth include: informal conversations with children, questionnaires, observation during activities, tape recordings of class discussions, interest inventories, and comparisons of past behavior in a given situation. Data derived from these methods show children's growth in using art vocabulary, making art value judgments, understanding design concepts, interest and enjoyment of art, and in recognizing the expressive, creative, or inventive qualities in art.

.contact

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